DOCUMENT RESUME

ED 171 372 PS 010 530

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TITLE Creating a Bilingual-Bicultural Learning Environment for Young Children. Bilingual/Bicultural Child Development Associte Pilot Project: Module IV.
INSTITUTION Our Lady of the Lake Univ., San Antonio, Tex.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE 78
GRANT ACYF-6-C-11
NOTE 137p.; For other modules in this series, see ED 170 035-043 and PS 010 527-533

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Biculturalism; Bilingual Education; Bilingual Teachers; *Centers of Interest; Child Care Workers; *Classroom Environment; Cultural Awareness; Cultural Background; *Cultural Education; Early Childhood Education; Educational Environment; Educational Methods; Instructional Materials; Learning Activities; Learning Modules; Mexican Americans; *Performance Based Teacher Education; Postsecondary Education; *Preschool Teachers; Spanish Speaking; Training
IDENTIFIERS *CDA; CDA Competency 1; CDA Competency 2; CDA Competency 4; Child Development Associate; Texas (San Antonio)

ABSTRACT

This volume, the fourth in a series of 16, contains the learning module which focuses on creating a cultural learning environment in a competency based bilingual/bicultural Child Development Associate (CDA) preschool teacher training program. The module aims at providing the CDA trainee with the skills and knowledge to promote Mexican American preschool children's learning of their own culture through the use of cultural materials in the classroom environment. The organization of the classroom into learning centers is recommended. The first section includes recommendations for the general appearance of the classroom. Following chapters deal with different learning centers: the manipulative equipment center, the art center, the science center, the book and language center, the music center, the role-playing center and the block center. Each chapter includes a pre-test, a discussion of the center in question, suggestions for trainee learning activities and a posttest. The rationale for the specific learning centers, and the methods and strategies for implementation, are discussed. This module deals with aspects of CDA Competencies 1, 2, and 4. (BH)

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CREATING A BILINGUAL-BICULTURAL LEARNING ENVIRONMENT FOR YOUNG CHILDREN

Bilingual/Bicultural

Child Development Associate

Pilot Project

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MODULE IV

PS 010530

Our Lady of the Lake University of San Antonio

San Antonio, Texas

CREATING A BILINGUAL-BICULTURAL LEARNING ENVIRONMENT FOR YOUNG CHILDREN

Emma Munguia

Developed and produced by the Bilingual/Bicultural CDA Staff, Our Lady of the Lake University of San Antonio, San Antonio, Texas and supported by the Health, Education and Welfare, Administration for Children, Youth and Families, Grant No. 6 C 11. The opinions expressed in this publication do not necessarily reflect the position of the Administration for Children, Youth and Families and no official endorsement should be inferred.

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A C K N O W L E D G E M E N T S

A number of people have contributed to the development of these materials. Ms. Soledad Arenas, project director for the Spanish speaking strategy, Health, Education and Welfare, Administration for Children, Youth and Families, has given valuable support in the development of the total program. Ms. Margaret Emswiler, Early Childhood specialist, Administration for Children, Youth and Families, Region VI, also provided support in the development of field training strategies and curriculum materials. Without their continued support, the development of these materials would have been difficult.

Special appreciation is extended to the bilingual/bicultural CDA trainees involved in this project, whose support, hard work and enthusiasm were an inspiration to the entire staff.

Recognition for assistance and support is given to all of those on the staff at Our Lady of the Lake University who have generously given of their expertise and time. Special mention is due Dr. Gerald P. Burns, Dr. Albert J. Griffith, Dr. John B. Sullivan and Dr. Helen H. Bernal.

Recognition for leadership in the project is due Yolanda Ruiz Molina, director. Project staff who have contributed greatly to the development of these materials are Guadalupe Aguilar, Joyce H. Coleman, Margarita de Celis, Teresa Z. Dent, Sylvia Manjarrez, Carla Martinez, Emma Munguia and Teresa Ruiz Smith.

No project such as this one can reach its fullest accomplishments without the guidance and support from the community. The advisory board has served this purpose. Those who have so generously given of their time and expertise are,

Julia Escamilla, Yolanda Garza, Arcadia H. Lopez, Irene Ramirez, Gloria Rodriguez, Dr. Steven Rozanski, Blanche Russ, Veronica Salazar, Raymond Sanchez, Leticia Seward, Sunny C. Stevens, Richard Zorola.

A special thanks is also extended to the San Antonio EODC Headstart staff and the San Antonio Independent School District staff who allowed their centers, schools and staff to be a part of this project.

Special recognition is due Dr. Joe Frost who served as site specialist to the project during the final preparation of the curriculum manuscripts. His special expertise, warmth and support were an inspiration to the entire staff.

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PREFACE

Setting up the classroom environment that is conducive to learning to all children in the classroom, is an important function of the pre-school teacher. To do this effectively a teacher must not only be bilingual and bicultural herself, she must know how to integrate the culture in the classroom environment, and how to teach the children's culture through the classroom environment.

This module,"Creating a Bilingual-Bicultural Learning Environment for Young Children," was developed because through observation of, and feedback from pre-school teachers in Day Care and Headstart programs a critical need was identified for training in integrating the child's culture in the learning environment. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation,

reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are.....

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An ability to observe specific child behaviors.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE I.- Set Up and Maintain a Safe and Healthy Learning Environment

Functional Areas: Learning Environment and Safety

COMPETENCE II.- Advance Physical and Intellectual Competence

Functional Area: Creative

COMPETENCIE IV.- Organize and Sustain the Positive Functioning of Children and Adults in a Group in a Learning Environment

Functional Area: Group Management

This module is fourth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

GLOSSARY

An understanding of the following words will help you better understand the content of this module.

Associative Play -- a type of play where a child plays next to other children, watches them and converses with them but does not play with them.

Chicano -- a Mexican-American

Cooperative Play -- a play situation in which a child plays together with other children.

Cultural Awareness -- the understanding or knowledge of aspects of a given culture.

Culturally Relevant -- that which is related specifically to a given culture.

Equipment -- the furnishings in a classroom.

Eye-hand Coordination -- the ability to coordinate physical movements with eye movements.

Fantasy Play -- a type of play where the child make-believes situations or activities using materials available to him e.g., playing house.

Fine Motor Skills -- a learned behavior which requires the use of the small body muscles, usually the fingers and hands.

Fretwork -- decoration consisting of a repetitive pattern.

frets

Gross Motor Skills -- a learned behavior which requires the use of the large muscles (hand, arm and leg muscles).

Imaginative Play -- any type of make-believe play such as talking to a doll, calling a tricycle a car, or imagining people or things that are present.

Learning Center -- the areas in a classroom which are organized by the type of material, equipment and activities preformed in that area.

Materials -- the toys and items used in the classroom to work and play with.

Mexican-American -- a citizen of the United States who is of Mexican/Spanish descent.

Parallel Play -- a type of play where a child plays by himself next to other children but does not interact with them.

Perceptual-Motor -- motor activities resulting from knowledge received through the senses.

Role Playing -- make-believe play where the child pretends to be a particular person.

Solitary Play -- a type of play where the child plays by himself.

Spatial Relationships -- the position or organization of people and things in space e.g., the light is over the table; the ball is in the box.

Traffic Patterns -- the paths which are used most often in a room to get around and in an out of the room.

INTRODUCTION

Young children can learn concepts and information through the classroom environment. A very important aspect of learning often neglected by teachers when they plan the learning environment is that cultural knowledge and cultural values can be learned through the environment of the classroom. For example, in the music center by making the appropriate records available for children to listen to, children can hear and learn traditional children songs of their culture. Also by using cultural materials to teach concept, e.g., discussing the changes that occur when you cook a "tortilla", a teacher will be indirectly telling the children that the school values the background of the children and that learning does occur when they work with the materials common to the children's culture. If, on the other hand, the teacher never uses materials or items commonly found in the environment of the children, they may perceive this to mean that the teacher and the school do not value the culture of the children.

Teachers working with Mexican-American children very often realize that the integration of the culture is missing in their classroom environment. What to add to the learning environment is a common problem with most of these teachers. How to teach the culture through the environment is another common concern of these teachers. Consequently, this module was developed to meet the concerns of teachers pertaining to the learning environment.

This module will focus on two main points. First of all, it will identify for teachers the rationale for setting up specific learning

centers as well as acquaint them with different methods and strategies in setting up the classroom setting conducive to learning for young children. Secondly, the module will focus on how to integrate the Mexican-American culture within the learning environment. Though the suggestions given focus specifically on the Mexican-American culture, it is hoped that teachers of children of other cultures will be able to apply the suggestions and methods outlined in this module to other cultures. Thus, any teacher of early childhood would benefit from the information given in this module.

GENERAL APPEARANCE OF THE CLASSROOM

P R E - T E S T

1. Diagram the general appearance of an "ideal" pre-school classroom including the basic equipment.

2. Write a rationale for the placement of each piece of equipment on your diagram.

3. What materials or equipment that contribute to the general appearance of the classroom and that contribute to the enhancement of the Mexican-American culture can you use for the general appearance of the classroom?

GENERAL APPEARANCE OF THE CLASSROOM

A smooth-running class does not just happen. A lot of thought, planning and preparation must occur before the first day of class. The arrangement of the classroom, is a very important factor that contribute to a smooth operating class.

The Classroom and Basic Equipment

One of the first things a teacher will want to do before school begins is to take inventory of the classroom itself. What should the classroom look like? What equipment and materials should be included in the classroom?

1. The room should be warm and inviting. Colors of walls, drapes or other background should be subdued, pleasant to look at, yet not overstimulating. Remember, the walls are just one segment of the total classroom picture.
2. The room should be large enough to provide 40 to 50 sq. ft. per child. (Check forms from D.P.W. Regulations).
3. Adequate lighting (either electric or natural), and safe electrical outlets are important features to check for. The teacher will also want to check the heating of the room and see if the heating fixtures will need a screen, or if it is safe to proceed without one.
4. Storage space will be needed for equipment and materials not in use and for the teacher's personal belongings. This, as well as storage space for the children's coats and other belongings are essential.

If the classroom does not contain this type of storage, the teacher should make sure they are provided for before school starts. Some Chicano children living in small dwellings do not have a specified place they can call "their" space; therefore, it is critical to provide this space for this child.

5. Chairs, tables, shelves, and maybe room dividers are items that teachers will need to evaluate as to their applicability in an Early Childhood Center.

Chairs should be light enough for the child to carry and small enough so that when he is sitting down his feet are touching the floor. The maximum number of chairs needed is one per child and teacher plus one or two extra. Any more than this will only be taking up needed space.

The tables in the room should be low, of washable durable material, and light enough for the teachers to move around the room. Four tables will be adequate for a class of twenty-five children. These tables should comfortably seat six children. The small sectional tables that can be placed together to form a larger table make better selections than a larger one. They are also easier to move around, and most activities in preschool that require the use of a table are performed in small groups. These tables can serve to display science material, lesson material, musical instruments or the record player and records.

Shelves will be needed for books, art materials, blocks and manipulative equipment. Two types of shelves are available --permanent wall shelves and portable ones. When a choice is available, portable shelves should be selected for various reasons. Portable shelves make it possible to rearrange the room in a variety of ways; they can serve as room dividers, so that specific learning centers are easily recognizable; and they make it possible to provide more (or less) room in a learning center whenever an activity calls for it without disrupting the entire room arrangement for the day. The shelves should be strong and of washable durable material. If painted, they should be of a subdued color so that the color is not competing with the equipment or material being displayed. The shelves must be low for two reasons: a) every child in the class should be able to see and reach all equipment out for his use, and, b) low shelves make it possible for the teacher to supervise all the class from any where in the room. If high shelves are the only shelves available, they should be placed against the wall, to assure adequate supervision of the children.

Pictures and Displays for Walls and Shelves

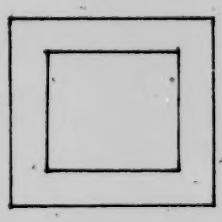
A pre-school room has pictures on each of the learning centers, and pictures focusing in on the topics of discussion (unit themes). A teacher will use pictures in many ways. Pictures can reinforce concepts already taught; they can be used to demonstrate activities that go on in a particular center; they can give class members new information about

something or someone; and they can be used for enjoyment or pleasure (it's a pretty picture to look at). Whenever possible these pictures should show Mexican-Americans, or scenes familiar to the Mexican-American child. There will be some pictures that you will want to place up on the wall because (though they do not pertain to the unit theme, or learning center) they mark an important contribution to the child's cultural background. These pictures you will want to discuss with the class and have them share their experiences in similar situations.

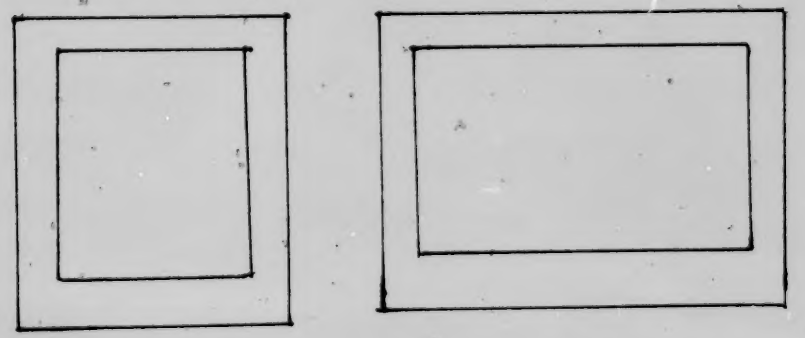
Pictures to be used in a pre-school classroom should be: large, have a simple subject, simple design (uncluttered), be colorful, mounted correctly and laminated.

In mounting pictures keep the following principles in mind:

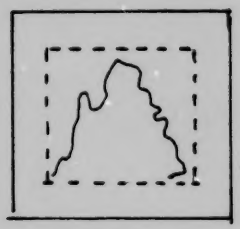
- Square Pictures: even borders



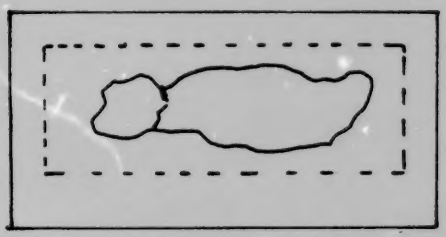
- Rectangle Pictures: bottom border is slightly larger than the other three sides, which are equal in distance.



- Uneven or Odd Shape Pictures: mount like whatever shape it is most similar to.



Square



Rectangular

A picture file will always be changing and growing. The following categories, and sample items are a good starting base:

Food: fruits, vegetables, meat, dairy products, cultural foods such as tacos, tortillas, tamales, soups, enchiladas, etc.

Clothing: clothes that men, women, girls, boys and babies wear; embroidered dresses, blouses, shirts, handbags, quilts, knitted or crocheted clothing.

Vehicles: cars, trains, trucks, buses, airplanes, boats, carts, motorcycles, bicycles, scooters.

Buildings: grocery stores, department stores, drive in's, restaurants, tortillerias, tienditas, flower shop, movie, theater, mercado.

Musical Instruments: rhythm band instruments, band and orchestra instruments, musical instruments used by mariachi bands, guitars, marimbas, trumpets, violins, castanets, güiro, maracas.

Celebration / Holidays: bautizo, cumpleaños, wedding, quinceaños, fiestas, posadas, christmas, thanksgiving, halloween, Cinco de Mayo.

Family Life: any picture showing the family, or members of a family working, or playing together.

Music: mariachi group, Mexican-American dancers, famous entertainers.

Jewelry: pictures of silver and gold jewelry pictures of people making and wearing jewelry.

Pottery: pictures with different kinds of pottery, pictures of people making pottery.

Pictures showing Mexican-Americans are not easy to find. The following are a few suggestions where you may find some: local newspaper, magazines, and books from neighborhood stores; advertisement posters from local neighborhood stores; calendars distributed locally; postcards, greeting cards; record albums, Spanish-speaking church/school material; travel agencies and family albums.

Teachers sometimes like to add something extra to their room to make the room more colorful, cheerful, and home-like. These are some suggestions of how you can brighten your room with items found in the child's cultural environment:

- Decorate an empty wall with: a large mexican sombrero, a sarape, felt painting, colorful picture framed on a straw

placemat, a piñata.

- Decorate the tops of the storage shelves with: plants grown in the neighborhood, crocheted or embroidered doilies, small colorful paper flowers in mexican pottery.

General Classroom Arrangement

Unfortunately one usually does not achieve the perfect classroom arrangement. There always seems to be something that we wish we could change -- have less windows, have more windows, have the bathroom outside the classroom or have the bathroom inside. Since the classrooms are usually already built by the time we are hired as teacher we learn to do the best we can. There are certain guidelines that a teacher can use to help her decide how to set up the best general arrangement of the centers that is possible. Generally there are at least seven specific learning centers in a pre-school classroom -- art, block, role playing, science, music, book and language, and manipulative. There also needs to be adequate space in the room to conduct large group activities and small group activities. Each of the above mentioned centers and types of group activities need to be given considerable attention when the general arrangement of the class is being considered. Traffic patterns, distraction caused by opened doors or windows and the type of equipment available will also effect the final decision on the arrangement of the classroom. The following are some guidelines that a teacher should keep in mind when planning her general room arragement.

Learning Centers

Generally the learning centers can be divided into three basic types of centers.

1. Active (Loud) Centers: Block, Role Playing, Music. The active centers are those centers were much movement and noise will probably occur as the children play in the area. The quiet centers are placed as far away from these centers as possible. It is also a good rule not to place two active centers right next to each other because the noise level from one center may encourage the noise level in the other center to increase. The solution to this problem

would be to place a buffer center between the two active areas. (See sample classroom arragement).

2. Quiet Centers: Book and Language, Manipulative. The quiet centers are those centers were there will usually be little movement and "quiet" talking going on among the children using these centers. Also these centers require a fairly quiet atmosphere to work effectively with the materials in the centers. Because of these reasons, these centers are placed away from the active centers when possible. Placing a buffer center between an active center and a quiet center would be a solution to creating distance between a quiet and an active center.

3. Buffer Centers: Science, Art (Manipulative center could also be used as a buffer center when necessary). The buffer centers are those centers which do not require a very quiet atmosphere in order to work effectively with the materials in that center. The buffer centers can be very helpful in maintaining the general noise level of the room down when placed in appropriate places. By placing a buffer center between two active centers distance is created between the two active centers. As a result of the distance, the noise level from one center will no longer effect the noise level in the other center as would be the case if the two active centers were next to each other. The noise level from the active center will not effect the noise level in the buffer center since there is usually little amount of talking that takes place in these centers and children usually work individually in these centers.

As the teacher makes a general plan of the arrangement of the centers in her classroom she needs to keep in mind the type of activity (active or quiet) that will occur in that center and what effect that activity will have on the centers which are placed next to it.

Traffic Pattern

Traffic patterns will effect the way a room is arranged. The centers should be placed in such a way that children do not have to walk across one center to get into another center. If there is too much traffic in a particular area, e.g., doorways or the sink area, the teacher could make the traffic less distracting by effectively using room dividers or shelves to block off the traffic from the groups' view. Main traffic patterns need to be kept away from the quiet centers and the large group active and small group active areas. If this is done, any walking that goes on will not distract the children who are in the quiet centers or are participating in a large or small group activity.

Doorway, Windows and Other Distractions

People coming and going into a classroom, or passing by as seen through the windows can sometimes be distracting to children involved in a large or small group activity. If this is the case, the teacher will need to keep this in mind when deciding where the large and small group activities will take place. Placing these two areas facing a corner, away from doorways and windows and the main traffic pattern is a good rule to remember when arranging the classroom.

Location of bathrooms, sink, permanent bulletin boards, shelves and location of electric plugs will all have to be considered before deciding on the final room arrangement. Bathroom and sink usually means that there will be traffic going to and from these areas. The permanent fixtures such as shelves, or plastic plugs will effect the type of centers which could be placed there, e.g., role playing centers do not necessarily need shelf space while art and manipulative centers do. The music and science centers will probably need to have an electrical plug.

A. Start your picture file. Have your instructor or trainer review it with you. Make sure your pictures are culturally relevant, in good condition and up-to-date.

B. Self evaluate your room arrangement by using the following checklist:

	YES	NO
1. Room is warm and inviting	___	___
2. Adequate lighting	___	___
3. Storage or locker space for each child.	___	___
4. Storage or locker space for teacher.	___	___
5. Low tables.	___	___
6. Low shelves for storage of classroom materials.	___	___
7. Pictures attractively displayed at child's level.	___	___

C. Draw a diagram of your room arrangement showing all seven learning centers appropriately. Remember to consider: traffic patterns, fixtures, windows, doors, type of activity that goes on in each center and the effect of the noise level in one center on the centers next to it.

When you have finished, evaluate your classroom arrangement using the information you have just read.

NOTE: Do Not proceed to next section until you have completed these tasks.

POST-TEST

1. Diagram the general appearance of an "ideal" pre-school classroom including the basic equipment.

2. Write a rationale for the placement of each piece of equipment on your diagram.

3. What materials or equipment that contribute to the general appearance of the classroom and that contribute to the enhancement of the Mexican-American culture can you use for the general appearance of the classroom?

MANIPULATIVE EQUIPMENT CENTER

P R E - T E S T

1. State your rationale for including a manipulative equipment center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the manipulative equipment center.

3. List sample equipment and materials that you would place in the manipulative equipment center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the manipulative equipment center.

Rationale

Equipment and materials in the manipulative center offer children a wealth of social, physical creative and intellectual experiences. The material in this center lends itself to a child working independently or along with another child. In working with another child, the child has an opportunity to converse and express ideas with that child, to share materials and to take turns. Fine motor skills are developed and refined as the child works with the manipulative equipment requiring stacking and balancing, twisting, screwing, threading, and fitting objects in small spaces. In working with the pegs, sewing cards, inch cubes, legos, tinker toys etc., the child is using small finger and hand muscles and developing eye-hand coordination. Much of the equipment in this center lends itself to being used in a variety of ways. As the child's fine motor and perceptual skills develop, he discovers and creates new ways of working with the materials. For example:

1. Inch cubes can be used in a variety of ways by children: lining up, sorting, stacking, creating structures, reproducing structures made by someone else, reproducing a pattern shown in a card.
2. In using beads children learn to string the beads; then they string by color; string a pattern that they themselves create; reproduce a bead pattern set up by someone else; reproduce a bead pattern shown on a card; children also string beads to make a necklace.

As the child works with the equipment and material in the center he gets involved with such concepts as shape, color, size, space and

form. Concepts introduced in other areas of the curriculum can be reinforced or practiced with the material set out on the shelf. For example:
Concept of tall and short: The child can build a tall (short) structure using such material as inch cubes, tinker toys, gradated boxes.
Colors: The child can sort all the (red) objects placed in a box; string all the (red) beads; use all the (red) pegs; lace with the red yarn, etc.
Classification: The child can sort objects or pictures by color, size shape, or function using: beads, lotto cards, classification games cards etc.

With manipulative material, a child also gets to work with material where he must perceive visual similarities and difference in objects. When working with such material as lotto games, inch cubes, beads, parquetry, blocks, lego, "go-together" cards and "which does not belong cards" etc., the child practices visual discrimination skills that he will need to have developed by the time he gets into reading and writing.

Location and Arrangement of the Manipulative Equipment Center

1. Generally the activities in this area are quiet so the center can be located in the quiet area of the room or between two noisy areas (e.g., block and role playing) to help keep the noise level down.
2. Low open shelves should be used to store manipulative equipment and materials. This allows for children to be able to see what is available and to select and store the equipment by themselves.
3. A small table and chairs, and or a small area rug should be placed next to the manipulative shelf so the children can work there when using the manipulative equipment.
4. Display equipment and material attractively in containers. If displayed attractively the child's attention will be captured, when the material is stored in open containers the child can immediately see what is available. The containers (small baskets, boxes or cans) should be strong and large enough to hold the equipment and keep it from falling when being transferred from the shelf to the table.
5. Store equipment and materials orderly and keep them well spaced on shelf.
6. A variety of equipment that stimulates the development of different skills should be available for use. A sample list of equipment that could be out on the shelf at one time would be:

   4-6 puzzles

   2-3 pre-math equipment: inch cubes; shape, size, and form domino cards; shape box.

   2 construction or creative material: lego; tiles, tinker toy; interblock small blocks

   2-3 material for muscle development: lacing cards; dot-to-dot, follow the road game; pego, bead; tracing stencils; puzzles

2-3 materials for visual discrimination and concept formation: sequential cards, same/different activity cards; go-together lottos; pattern cards, size, shape, dimensional puzzle.

Although most equipment can be used to stimulate the development of all of the above mentioned skills, some equipment stimulates primarily the development of a particular skill. A teacher needs to make a conscious effort to make sure that the material placed on the shelf stimulates a variety of skills: perception, visual discrimination, pre-math, creative design and fine motor.

Suggestions to Teachers

1. The majority of the equipment should be changed at least every other week. The class's interest in this center will decrease if the game equipment is kept out longer. Sometimes just a simple change in the material will create new interest. For example, beads can be put out the following ways at different times: 1) put out beads of one color; 2) make a bead pattern and place beads to copy the model; 3) place the beads in a different container -- colorful basket or sewing basket; 4) have children sort beads by color, size and shape.
2. Make manipulative materials that are culturally relevant (see section on Making Culturally Relevant Materials for the Manipulative Center).
3. Present new materials to the group. Discuss with them what the rules are in using and storing the materials, e.g., some materials can be used by two children; sewing cards need to be undone before placed back on the shelf; wipe-off cards are cleaned before placing back on shelf.
4. When children seem to be ignoring a piece of equipment, sit down with one or two children and together work with the material. Avoid setting patterns, but do encourage children in their effort in working with the material.

Making Culturally Relevant Material for the Manipulative Center.

Many pre-school programs do not have sufficient funds to purchase all the different kinds of manipulative equipment they would like to have available, so it is not uncommon to see teacher and parents working together to make manipulative equipment for their classrooms. Often what happens is that the materials that are made are very similar to what is available in the commercial market. Teachers and parents should take advantage of this material making situation and make the materials relevant to the children's culture and every day experiences. Few materials are made by manufacturers with the Mexican-American children and experiences in mind. Because of this, those persons who are involved in making materials should make a special effort to make the materials culturally relevant.

If a teacher wants to make her materials culturally relevant, one of the first steps that she should take, is to sit down and make a list of items which are relevant to the children's experiences and culture. This list will not include all items that are found in the child's environment --it will include only those items that are relevant to the child, but which are normally eliminated in the materials made for Mexican-American children. It is advisable that the list be organized by categories. Also, several teachers with parents and/or community people should work together in making their own individual

The following is a sample list that one group of teachers developed. Since communities vary, it is important that items be included and added on to each category where necessary.

Food: tacos, tortillas, enchiladas, chili, beans, rice, avocados, nopales, tomatillos.

Toys: pinata, bolero, kites.

Kitchen Items: rolling pin (palote), molcajete, molinillo, sarten, comal, tortilla press, pot holders

Musical Instruments: maracas, castanets, guiro, guitar

Clothing: apron, scarves, shawls, poncho, sarape, sombrero, quilts

Miscellaneous: jewelry (earrings), pottery (e.g., jarros, pots for plants), paper flowers, plants (e.g., cactus), palm trees, rose bushes, aloe vera, sabila

Once the list of culturally relevant items has been completed, the teachers need to decide what materials they need or would like to add to their manipulative center. The following is a list of materials that can be made easily using the cultural items named in the above list. Next to each type of material is a brief sample of cultural items that could be used when making that particular material.

a) Lotto Game: any of the items

b) Classification Game: any of the items in each of the categories -- food, toys, kitchen things, musical instruments and clothing.

c) Graduation in Size: pinata, kites, tortilla, nopal, rolling pin, sarten, jarro, maracas, guitar, poncho, sombrero.

d) Tracing Shapes and Outlines: pinata, rolling pin, sarten, guitar, sombrero, jarro, pot plant, molinillo.

e) What Missing Activity Cards: any item under the categories of toys, kitchen items, musical instruments, miscellaneous and some of the items under clothing -- apron, sombrero.

f) Matching Identical Cards or Finding the Objects that are like the model: any of the categories can be used.

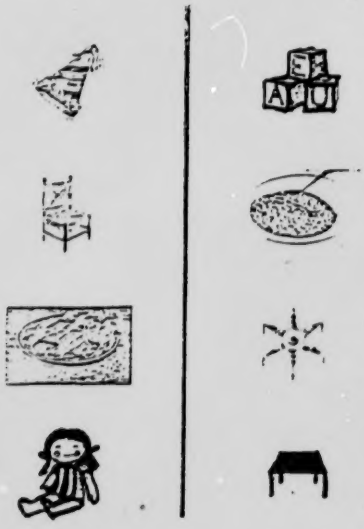
The items are all the same object, yet different in color, design or size. Two or three are like the model.

The activity cards can be made very simple or difficult. The group's developmental level needs to be kept in mind when making this type of cards. Color, shape, size, design, parts and combination of these are the attributes that the child will have to focus on. Simple cards will focus on color, basic shape and size, while the difficult ones will focus in on differences in design, parts and combination of more than one attribute.

g) Puzzles: use large clear pictures on any aspect of the culture.

h) Domino Picture Cards: items from any of the categories.

i) Go-Together Cards (Pairing): items from any of the categories.



j) Maze Design Card: connect items that go together such as stick to pinata, apron to mother, string to kite, tortilla to comal.

k) Directional Cards: sarten, maracas, guitar, sombrero, plants. In this activity the items are all the same except that the items are facing in different direction (up, down, left, right, or sideways) with the exception of two or three. The child marks the ones that are identical.

l) Pegboard Designs: Take a piece of soft wood and draw a large simple design on it -- sombrero,nopal, palote, kite, pinata, sarape, guitar, pot for plant or jarro. Color the design using different colors if possible. Drill holes (spaced evenly) on the main outline and principal lines of the design. The children are asked to place pegs in each of the holes. One color of pegs can be used or the child can be instructed to match the color of the design to the color peg which he uses.

m) Lacing Cards: use large simple designs such as palote, poncho, sombrero, guitar, basket.

n) Sewing: make a very simple design on broadcloth or burlap, e.g., and have the child stitch the design using colorful yarn and a large blunt end needle.

When making the materials the teacher needs to keep the following rules in mind:

1. Make the figures large and simple in detail.
2. Make the materials attractive and colorful.
3. In making the equipment, use material (e.g., cardboard, paper, colors) that is durable, permanent, and will not fade.
4. Use a ruler to measure the space that is available and center the drawings and pictures accordingly.

5. Laminate the material or cover it with clear contact paper. A sample amount of water or crayon mark can destroy one's hours work in a few seconds.
6. Work designs out on a scratch piece of paper before attempting to do the first product.
7. Simple designs can often be traced off from coloring books and books for very young children.
8. Work slowly and produce quality material. Two good pieces of material will be more beneficial to the children than four pieces of material which are not attractive or durable.

Suggested Material and Equipment

A. Criteria for Selection of Material & Equipment

1. Select material that provides opportunities for experimenting and that focuses on more than one concept.
2. Select materials that a child will not get tired of working with.
3. Equipment should be simple, strong, durable and well constructed.
4. Children enjoy toys that are bright, so when possible select equipment that is painted in the primary colors.
5. When possible buy wooden puzzles instead of puzzles made from cardboard. Wooden puzzles are stronger and more durable.

B. List of Material and Equipment

1. Puzzles
   a. 3-8 piece puzzles; animals, food, vehicles, community helpers, home life, people
   b. 10-18 piece puzzles; animals, food vehicles, community helpers, home life, people
2. Pre-math material
   a. shape sorting box
   b. graduated cylinder and/or boxes, and/or barrels (stacking and resting)
   c. form, size and shape puzzles
   d. colored inch cubes
   e. material for sorting and grouping by shape, size, texture, function, color and number
   f. stencil - geometric shapes
   g. Dominoes shapes, color, size

h. fraction plates or cards, or puzzles

i. geometric shape insects

j. number cards, dominoes, puzzles and sorter

3. Fine Motor

a. Inch cubes

b. Pegs and peg boards (large and small)

c. Small parquetry blocks

d. Stencil boards - (commercial or teacher made) - animals, shapes, objects

e. Puzzles

f. Threading board

g. Lacing cards (commercial or teacher made)

h. Lacing geometric boards

i. Multivariant beads

j. Material or equipment which the child can screw and unscrew

k. Maze cards

4. Visual Perception

a. Pattern cards for inch cubes, beads, peg and parquetry blocks

b. Puzzles: basic-cut puzzles which show part-to-whole relationship

c. Which does not belong activities

d. Lotto games

e. Domino picture cards

f. Same or different activity cards

g. Figure ground activity cards

5. Creative Designing -- there are numerous kinds of creative materials available. The following is just a sample list:

a. Lite brite

b. Pegs, peg boards

c. Inch cubes

d. Parquetry blocks

e. Tinker toys

f. Lego

6. Concept Development

a. Association or classification games: food, animal, vehicles, home items

b. Sequential cards

c. Puzzles: face, body, graduated cards

d. What's Missing cards

e. Go-together cards

f. Opposite cards

A. Considering the manipulative equipment center rationale found in this module, list the materials you have in your manipulative center at this time and identify the early childhood skills which you want to develop through the use of these materials.

B. Self evaluate the arrangement of your manipulative center by using the following checklist:

	YES	NO
1. Table and chairs are close to the manipulative equipment shelves.	___	___
2. Shelves are low.	___	___
3. Variety of equipment displayed on shelf:		
a. equipment on math concepts	___	___
b. creative equipment (lego, play tiles)	___	___
c. Sewing or string equipment	___	___
d. stacking or balancing equipment	___	___
e. pre-writing equipment (chalkboard, dot-to-dot, tracing boards)	___	___
f. placement equipment (pegs, inch cubes, puzzle forms)	___	___
4. Equipment displayed attractively in containers, and easy for child to handle --to and from table.	___	___
5. Equipment changed at least every two weeks.	___	___
6. Equipment is culturally relevant	___	___

C. Recall a manipulative activity you have had in the past with your children, name the dtrengths and weaknesses of the activity. How would you do it differently?

D. Make two culturally relevant materials which can be used in the manipulative center.

When you have finished, check your work with your trainer or academic instructor.

NOTE: Do Not proceed to next section until you have completed these tasks.

POST-TEST

1. State your rationale for including a manipulative equipment center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the manipulative equipment center.

3. List sample equipment and materials that you would place in the manipulative equipment center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the manipulative equipment center.

ART CENTER

P R E - T E S T

1. State your rationale for including an art center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the art center.

3. List sample equipment and materials that you would place in the art center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the art center.

Rationale

The art center in a pre-school room promotes the development of the physical, social, emotional, cognitive and expressive skill areas of the child. Through the use of the art media a child has an opportunity to explore creativity and construct materials as he wishes. Since a variety ~~of the~~ of the art media is always available at this center, the child is also learning to be independent and make choices according to his needs and wants. The art center also provides an opportunity for the child to express his emotions in an acceptable manner, e.g., an angry child can let out his angry feelings by pounding on the clay or, express his feelings through the use of crayons or easel painting.

As the child works with the art media available for him to use, he furthers the development of his creativity, perceptual-motor skills, cognitive skills and cultural awareness. Each of these areas is briefly discussed in the following outline.

1. Developing Creativity

When a child comes in contact with any of the art media for the first time, he sees it as something to investigate, to explore, and manipulate the materials with all his senses ---eyes, nose, mouth, fingers and hands. After he recognizes the qualities of the materials the child may create something, but this creation is not necessarily what he had planned for when he started working with the art material. The experience of working with the art material is what the child enjoys ---not the end product. The child at this point is making designs that are organized or constructed but do not

really represent anything. In time, and as he has more opportunity to work with the different art meadia (easel painting, finger painting, collage material, etc.) the child becomes more proficient in creating impressions which he wishes to realize. He has something in mind that he wishes to produce, a face, an airplane, etc. Keep in mind that the product is not the important thing, but rather, the process he has undergone is what is important.

2. Developing Perceptual -Motor Skills

As the child works with the different art media (clay, fingerpaint, scissors, crayons, pencil and paste, collage material), he is strengthening and developing his small hand muscles. When the child first starts working with the art media ---exploration stage--- the child is learning to use, control, and handle the material. When his muscles become stronger and develop, the child gains more control of the material and he can be more directive in using the art media. Example:

- The child cuts randomly at first because he is learning to control the scissors and he is enjoying the process of cutting.
- As he gains control of the scissors the child begins to direct his cutting where he wants it to go, in a straight line, or around a picture.
- Finally, after repeated experiences the child can cut specific shapes he wants and he is able to cut smaller shapes as well.

Eye-hand coordination is developed through the continuous use of all the art media ---scissors, pencil, crayon, paint, etc. As the child gains control of the art media he begins to be more directive in what he does. Example:

- The child first makes scribbles and random drawings when he first starts working with crayons.
- In time the child begins to repeat lines or curves that he has made.
- As the child gains fine motor control, he can move the crayon as he wishes.

3. Developing Cognitive Skills.

In working with the art media provided ---clay cookie cutters, crayons and stencils, cutting pictures from magazines, collage material--- the child has the opportunity to perceive and discriminate by shapes, sizes colors, textures or categories. Spacial-relationships and part-whole cognitive skills are skills that can be developed by planning art activities such as asking the child to complete a picture of a house, person, car, etc. by using crayons, paint, fingerpaint, clay, pipe cleaners, or collage material.

4. Transmitting Culture Through Art: Cultural Awareness. Through art the child has an opportunity to express himself using the knowledge and experience he has brought with him to school, and later on to express himself using the knowledge and experience he has learned in school. Before a child can express himself in art, he must have knowledge of what he is trying to express. It would also assist the child in expressing himself if the materials made available to him are familiar to him and are materials which are common in his immediate environment. Teachers need to keep this point in mind when deciding what materials to set up first. For example, when first introducing a collage activity the teacher should carefully consider the materials she selects for the collage. Paper collage has always been considered a logical item to start with. In selecting the type of paper to use for the collage the teacher may want to select paper which the child is most familiar with and exposed to in his environment, e.g., newspaper, catalogs, shopping bags(grocery and department store's), kleenex paper, napkins, etc. This type of paper collage may be more relevant to the children than the construction paper collage which is usually selected as the first introductory media to collage. Likewise, the introduction of clay can preceed an activity where children have worked with home-made play dough similar in consistency to the "tortilla masa" that the children are familiar with. A sample recipe would be:

3 cups flour

1 part salt

1 part water

Culture can be transmitted through art in various other ways. Stencils and shape outlines of objects common to the child's culture and environment can be easily made by the teacher, e.g., guitar, planter, palote, sartén piñata, poncho, molcajete or any cultural item located in the child's community, that has a simple and recognizable shape. The child can use these shapes and outlines in crayon rubbing, tracing, outlining and screen painting activities. Many Mexican designs found in pictures, clothing pottery are very colorful and geometric in design. The teacher can encourage children to make similar designs by the type of material which are placed in the art center. A sample list of the materials that can be included are: bright colored markers, water colors, bright colored yarns, ribbon and tissue paper, geometric shape outlines and stencils of varying sizes, stencils (twelve inches by two or three inches wide) of fretwork. Teachers can also plan learning activities using art material, which are related to the culture. The module "Artesanias Mexico-Americanas"has a few art projects which the teacher can use in the classroom e.g., pinata, cruz huichol. tarjetas pintadas.

The following is a sample of other simple activities that can be done with the art materials with young children to transmit the Mexican-American culture:

a. Sarapes can be made in different ways that stress different developmental skills.

   1. Color thick lines across a paper with different colors or markers, cut randomly on both ends to make fringes.
   2. Have the children paste long strips of colorful material yarn or paper across a piece of paper. The strips are placed next to each other. Fringes are cut at both ends.

b. Make a very simple design e.g., sombrero, jarro, pottery, and have the child paste or glue pieces of colorful yarn on the line or inside the design to make it look decorative.

c. Paper mache a large ballon and have the children cut pieces of crepe paper and paste them on the balloon to make a large piñata.

d. Using pottery clay dry the child's work and have them paint it.

Location and Arrangement of the Art Center

1. Shelves are low so the child is able to select the material he wants to work with.
2. Tables and chairs are close to the art shelf. Limit the number of chairs at the table to provide freedom of movement in the center.
3. There should be enough space between the table and shelf to avoid interrupting a child at work.
4. Place the center close to a sink or bucket of water so spills can be cleaned up easily.
5. The center is generally a quiet area so it can be located in the quiet area of the room, or as a buffer between a noisy center and a very quiet area. e.g., dramatic and library.
6. Keep the center away from the main area of traffic.
7. Locate the art center in an area which has great wall space, shelf space, or floor space for a drying rack, for hanging children's work that need to dry. When possible, this area should be low enough so the child can hang out his own picture without assistance from the teacher. In cases where the wall is used the teacher can place some two-way tape on the wall and all the child needs to do is place his picture on the tape.
8. Provide an area for displaying some of the children's work.
9. In child development centers, where very little space is available for a permanent art center, the outdoor environment can be utilized for children to work with art media. Easels can be easily transported from indoors to outdoors, and paint spillage is not a problem outdoors.

Suggestions to Teachers

1. Store the art material to be used everyday on low shelves that the children can reach.
2. Arrange the material attractively, orderly, neatly, and well spaced on the shelf.
3. Limit the amount of material out on the shelf, e.g., 4-5 pairs of scissors, 4-5 pencils, 4-5 groups of crayons. Limiting the amount of material on the shelf will help control the number of children that can work in that area. All extra material for large group art projects are kept in the teachers storage area.
4. Check your material daily to make sure everything is ready to be used e.g., the clay is still soft enough for the children to work with, enough paste is available, the paint in the easel cans has not dried out, the crayons are stored in their appropriate containers.
5. Planning special art activities:
   a. Keep the group's development level in mind.
   b. Have all material and equipment ready to be used before the group arrives.
   c. Make sure the group has worked with the material before if a specific outcome is expected of the child. For example ---the first couple of times you have fingerpaint you may want the child to explore it, become familiar with, and aware of what he can do with it. Once the child becomes more directive with the finger-

paint, the teacher may then give the child more explicit directions.

d. When possible, plan activities that can be simplified and made more difficult to meet individual differences in your group e.g., an activity is planned for the group to look through magazines and cut pictures of vehicles. For a young child who is not ready to remember this type of instructions, the teacher could have a stack of pages already cut from magazines that have a vehicle on each page. The child knows that each page has a vehicle and all he has to do is cut the vehicles. An older child, or one who is more developed physically and intellectually may be asked to look for vehicles that carry things in them, or those that travel by water.

6. Have an art wall where the child's work can be displayed. Display 3-5 individual works at one time, or a large group project. Rotate the projects up on the wall at least once a week. Make sure that each child has a project up on display at least once a month. Having a few projects up at one time instead of the whole class collection is preferred because it calls attention to the specific work a child did and the wall looks less cluttered. However, be aware of which children have not had their projects displayed and make it a point to mention to them that their work will be displayed the following time you put up art projects. The picture displayed on the wall should

never be treated as the best of the group ---each child's work is equally as important and as creative. The teacher can say something like, "Marco's painting is up so everyone can see what he did with the fingerpaint. Next time your painting will also be up on the board." A teacher will use her/his judgement in deciding whose projects go up first and for how long, keeping in mind the individual emotional needs of each child and the space available.

7. Instead of sending all art projects home, the teacher may want to keep some of them in folders. If the projects are dated the teacher can use them to see the child's developmental progress.
8. At the beginning of the school year, or as new art media is introduced, state and demonstrate all rules and routines that are to be followed.
9. Allow the child as much freedom as possible in exploring new art material. Give simple non-specific instructions. Offer techniques only when the child really needs them, for example: if a child is putting too much glue on a piece of material, you may suggest that he put some glue on a lid and use his fingers to get the amount of glue he needs instead of squeezing it out of the bottle.

Suggested Materials and Equipment

A. Art Material and Equipment Available for Use Everyday

1. Crayons --- large, unwrapped, minimum of 4 primary colors, non-toxic.
2. Pencils --- large.
3. Paste --- individual containersor if a large container is provided include container lids, where the child is to put the paste he will use.
4. Paper --- a) manila paper, b) construction paper (at least three different colors), c) newspaper print (for easel painting).
5. Collage material box --- any one, or combination of those mentioned in art material and equipment list #9. Materials should be cut in workable size and in a variety of colors, shape and size.
6. Scissors --- blunt end, both left and right handed.
7. Clay and clay boards or placemats if the child is not allowed to play with clay directly on the table.
8. Easel and one type of drawing art media, either paint, crayons, colored chalk, or markers, apron or paint smocks.

B. List of Art Material and Equipment

1. Crayons
2. Chalkboard --- white and colored chalk
3. Markers --- water colors, non-toxic, variety of colors
4. Paper for coloring and painting --- a) finger paint paper, b) white paper, c) butcher paper, d) wall paper, e) newspaper, f) newspaper print, g) construction paper (variety of colors), h) manila paper

5. Paint --- a) easel paint, non-toxic, minimum of the six basic colors, powdered or prepared, b) finger paing --- washable, non-toxic, variety of colors
6. Brushes --- a) easel brushes, b) water color brushes can be used at the table, c) sponges and Q-tips can be used in place of brushes
7. Printing Material --- a) spools, b) potato outlines, c) geometric shapes, d) cookie cutters
8. Play dough (commercial or homemade)
9. Clay and Play dough Accessories --- a) cookie cutters, b) rolling pins, c) glue, d) tape (masking and cellophane), e) hole punchers, f) tortilla press
10. Collage Material --- a) pieces of fabric and ribbons, b) different seeds, c) dried foods (rice, beans, macaroni, noodle products), d) miscellaneous paper (wrapping paper, wax, aluminum, construction, cellophane, tissue, crepe, wall paper, fiberglass), e) string (different colors and thickness of yarn, thread, ribbon), f) items collected in playground or during a walk, g) sticks (toothpicks, lollypop sticks, ice-cream sticks, Q-tips, twigs), h) sponges, buttons, etc.
11. Stencils and outlines --- a) geometric shapes, b) cultural items (guitar, planter, cantaro, molcajete, animals)
12. Containers and/or large trays for displaying, or for individual use of the art material on the shelf.
13. Teacher Material --- a) stapler and staples, b) tape, c) large scissors

A. Considering the art center rationale found in this module, list the materials you have in your art center at this time and identify the early childhood skills which you want to develop through the use of these materials.

B. Self evaluate the arrangement of your art center by using the following checklist:

	YES	NO
1. In a quiet area.	___	___
2. Materials displayed on a low shelf.	___	___
3. Variety of creative material out on shelf at all time.		
a. crayons	___	___
b. paper	___	___
c. pencils	___	___
d. clay or	___	___
e. scissors	___	___
f. collage material	___	___
g. paste	___	___
4. Small table located close to the art shelf.	___	___
5. Area located close to the sink or bucket.	___	___

C. Recall an art activity you have had in the past with your children, name the strengths and weaknesses of the activity. How would you do it differently?

When you finish check your work with your trainer or academic instructor.

NOTE: Do Not proceed to next section until you have completed these tasks.

POST-TEST

1. State your rationale for including an art center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the art center.

3. List sample equipment and materials that you would place in the art center during the first week of school

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the art center.

SCIENCE CENTER

P R E - T E S T

1. State your rationale for including a science center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the science center.

3. List sample equipment and materials that you would place in the science center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the science center.

Rationale

The Science Center or discovery area is an important part of any early childhood program. In this center children have countless opportunities to explore and observe different objects, and learn about them. Though all areas of the child-social, physical, etc., are developing the two main areas of development promoted in this center are language and intellectual growth.

Language Development

As the child observes and experiments with the material in this center, he shares ideas, observations and thoughts with other children and with the teacher. His vocabulary in both languages increases as he hears and uses new words to label, describe, compare, state cause-effect, and state relationship between objects. Through questioning, a teacher gets a child to notice and verbalize the distinguishing feature of objects such as its shape, color, size, texture, weight, and functions. A child's curiosity about things will lead him to use questions to obtain information; e.g., "Why does it do that?" "How can you keep it from sinking?" "Will it taste the same if you. . .?" The information obtained by answering questions and by asking questions is extensive.

Intellectual Development

In the science area a child learns new concepts and information through first hand experience. The teacher provides basic resources, e.g., live animals, seashells, balance scale, etc. These resources allow the child to learn by exploring, comparing, contracting, sorting,

classifying, and investigating cause and effects. For example: by exploring, a child learns how different animals move, what happens to a plant that is not given water.

By comparing, a child learns the similarities and differences between such things as animals, seeds, plants, rocks, leaves, etc. to notice the similarities and differences the child must know and focus characteristics such as shape, size, color, texture, weight and function.

In investigating cause/effect a child accrues knowledge such as, mixing yellow with blue makes green; heating water will make it boil, freezing water will turn it into ice, etc. The information that a child can accrue through these types of activities quite extensive.

The above examples are just a few of the activities that should be planned for the science area to stimulate the child's thinking. All the activities presented in this center will help the child obtain information, develop observation skills, develop curiosity and, broaden and acquire concepts.

Location and Arrangement of the Science Center

1. Locate this center near a quiet area of the room. It can be used as a buffer center between a noisy center (block, role playing, etc), and a quiet center (book center).
2. Place materials on a low open shelf or a low display table.
3. When possible locate the center near a window for natural light source.
4. Provide a small area rug and ample floor space so children can feel free to bring the equipment or material down on the floor and work with it.
5. Locate this center near an electrical outlet since cooking experiments may be conducted in this center.
6. Arrange equipment and materials attractively, neatly, and well spaced (not cluttered).
7. Rotate the materials. The science center needs to be changed at least every two weeks.
8. Select a simple general science theme--magnets, floating, branching, growing plants, insects, etc., and relate pictures, books and equipment and/or material in the science table or shelf to the theme.

Suggestions to Teachers

1. Use materials found in the child's home and neighborhood environment to make the activities culturally relevant. Some suggested activities are:
   a. Smelling experience: smelling containers have spices used by Mexican-Americans, e.g., garlic, onion, comino, canela, anise, chili powder, chocolate, tea leaves common in the area.
   b. Feeling experience: corn husks, crochet or knitted squares, sand paper, pieces of tile, roof shielings.
   c. Floating experience: use material found in their neighborhood or home, e.g., yarn, nails, bobbi pins, hair rollers, leaves, corn husks.
   d. Cooking activities: see module "Teaching Concept to Young Children Through Cultural Cooking Experiences".
   e. Growing plants: ask parents to contribute a plant from their garden or a cutting of one, and have the children plant it and record its growth and changes.
   f. Observing changes: what happens to masa when left uncovered? When covered and when refrigerated?
   g. Grinding activities: grind rice, avocado, tomatoes, spices (e.g., comino, pepper, canela, cloves) with the use of molcajete.
   h. Matching objects to shape: select different size spoons, spools, or leaves, trace the shapes on a piece of bulletin board or construction paper and have the child match the object to the correct shape.
   i. Making bubbles: use a molinillo to make bubbles.
   j. Collections: rocks, shells, seeds.

k. Making tea: make tea commonly used by the Mexican-Americans, e.g., manzanilla, canela, anise, comino, yerbabuena. Have the children notice the similarities between the tea leaves and the tea. Discuss what the teas are used for, e.g., t'e de comino is used for colds, "té de anise" is used for stomachaches, etc.

2. Select material and equipment that the child can get involved with. Children learn by doing. Allow the children to manipulate all material put out in this center.
3. Material that the teacher will allow the child to handle only when a group is present; e.g., hot plate, needs to be taken away from the center until ready to be used.
4. To maintain interest in this center the material and equipment need to be changed frequently.
5. Closely related to the above suggestions is the suggestion to remove equipment before replacing it with something new. Very often material and equipment are added but only infrequently are any removed. Remember too much material may be confusing to a child and invite clutter and disorder in the center. More important is the fact that clutter may result in less learning, since a child may be overstimulated and he may not be taking the time to work, observe and experiment with any one item.
6. Try to relate the theme in the science center to the general topic being discussed or concepts being taught, e.g., animals--bring a live pet; clothing--studying textures; body awareness--study the senses; self image--keep record of the activities a child can do; insects--show a collection of insects, etc.

7. When presenting activities use questioning techniques to arouse the child's curiosity and interest. Through questions a child can also discover information by himself instead of having the teacher give him the information; e.g., a teacher can ask questions as "How many legs does the insect have?" "What else does it have?" "How many?" "What is the insect doing with his antennae?" Check the insect book to find out what it eats.
8. All plants in the classroom do not have to be kept in the science area. Plants located in different areas of the room add to the general warm feeling of a classroom.
9. Select material that is meaningful to the child and that will interest him. Keep the child's developmental level in mind.
10. Select equipment that is of good quality and performs the function for which it is intended; e.g., make sure batteries are working, balance scale weights accurately.

Suggested Material and Equipment

1. Magnets
2. Magnifying glass --glass and/or stand
3. Thermometer
4. Plants
5. Aquarium
6. Balance scale
7. ruler
8. seeds
9. Animals (live pets)
10. Insect and butterfly collection
11. Seashell collection
12. Leaves collection
13. Rock collection
14. Assorted materials of different textures
15. Food coloring
16. Sound can
17. Smelling bottle
18. Feeling box or mystery box
19. Cages for live animals
20. Hot plate
21. Measuring equipment: tablespoons, cups
22. Birds nest and egg
23. Simple machines: lever, pulley, planks
24. Culturally relevant material: spices (e.g., comino, canela, anise), chili powder, tea leaves, corn husks, plants, molcajete, estropajo, molinillo.

A. Considering the science center rationale found in this module, list the materials you have in your science center at this time, and identify the early childhood skills which you want to develop through the use of these materials.

B. Self evaluate the arrangement of your science center by using the following checklist:

	YES	NO
1. Materials are placed on a low table so children can handle and observe the items.	___	___
2. Limited number (2-3) of material or equipment displayed at one time and centered around one basic theme e.g., body sense, magnets, things that floar, comparing foods, tactile items, etc.	___	___
3. Equipment is arranged attractively, neatly and well spaced.	___	___
4. Culturally relevant materials are used.	___	___

C. Recall a science activity you have had in the past with your children, name the strengths and weaknesses of the activity. How would you do it differently?

When you have finished check your work with your trainer or academic instructor.

NOTE: Do Not proceed to next section until you have finished with these tasks.

POST-TEST

1. State your rationale for including a science center in a pre-school classroom. Be sure to list the early child-hood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the science center.

3. List sample equipment and materials that you would place in the science center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the science center.

BOOK AND LANGUAGE CENTER

P R E - T E S T

1. State your rationale for including a book and language center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the book and language center.

3. List sample equipment and materials that you would place in the book and language center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the book and language center.

Rationale

In the book center a lot of skills are developing. Books are a source of information that children will use the rest of their lives. Because of this, it is very important that children establish a sense of familiarity and appreciation for books as a source of pleasure and new information. In the book center, the children learn how to handle and care for books. By looking and listening to someone read a book, a child gains understanding about himself, his culture, the world and others. As in other centers, a child has the opportunity to interact with other children on a one to one basis in small and/or large group activities. Also, as the child looks at or listens to books read to him his attention span increases. Another value of this center is that the child has the opportunity to release some of his emotions by identifying with heroes in stories and with situations common to his life, e.g., "Where the Wild Things Are", or "Yo Soy Una Nina".

Flannel board stories and puppets are often provided in the book area for children to use. The values of these cannot be overlooked by the teacher. Children enjoy telling stories with figures placed on the flannel board. This is also true in using puppets. When puppets (bought or teacher-made) are provided for the children they will dramatize a story which they have heard and often they will make up their own story. Both flannel board figures and puppets help the children develop oral language, new vocabulary, and creative thinking skills.

The language center should include poetry and nursery rhymes in Spanish and English. Aside from the values of books already mentioned, poetry and nursery rhyme books also give children pleasant experiences in hearing and using words in melodies which move rhythmically. They provide opportunities for children to begin to discriminate between sounds and to work with rhyming words. Nursery rhymes are enjoyable to listen to and appealing for children to participate through natural body movements and speaking.

The language center helps in the development of three other areas of education: cultural awareness, language and cognitive skills. Since language and cognitive skills are closely related they will be discussed together.

Language and Cognitive Skills

A child's language and cognitive skills are promoted as he listens to stories and as he participates in discussions pertaining to a picture in a book or a story. Before a child can give back information and answer specific questions, he has to be able to listen to what the teacher is saying and tune out or block out all other distracting noise. Good books have the ability to capture a child's attention and develop his listening skills.

Children hear stories read or told to them by teachers, children's records or cassettes. As they listen, they learn new vocabulary, concepts are reviewed and clarified in their minds, and new information about themselves and the world is learned. In discussing the stories the

class has the opportunity to use new vocabulary and verbalize the concepts and facts brought out in the book. In the book center one will often observe a child being the teacher and retelling the story to others. To be able to do this, the child must have memory skills, sequential thinking skills, clear understanding of concepts in the story, and vocabulary to communicate his thought. All these skills are promoted in the activities that take place in the book center.

Cultural Awareness

The language center can contribute much to the children's awareness and knowledge of their culture and background. Through the use of Spanish books, "cuentos," poems, rhymes, adivinanzas and dichos (sayings) a child can learn about the culture's customs, humor and values. For example, the familiy's holidays and celebrations are a very important aspect of the Mexican-American culture. To contribute to this aspect of their culture, the teacher can teach the children poems and dichos, and read stories related to these topics. Samples of these could be:

Mother's Day	Mamá, yo te quiero Mamacita, Mamacita yo te ofrezco el corazón entre rosas y gardenias y claveles en botón.
Weddings	Papá, Mamá me quiero casar, con un pajarito que pasa por ay

El gato y la gata
se van a casar
y el gato no quiere
por no trabajar

Mañana Domingo
Se casa Benito
Con un pajarito
Que canta bonito
— Quién es la madrina?
—Dona Catalina
—Quién es el padrino?
—Don Juan Botijón

Family Situations

Books: La Familia
Las Cosas de Cada Día
El Cumpleaños de Miffy

Poem: Tortillitas de manteca
pa Mamá que esta contenta,
Tortillitas de salvado
pa Papá que esta enojado

Dicho: Dime con quien andas
Y te digo quien eres

The culture's humor and games can be brought out through poems, books, cuentos, adivinanzas and dichos. Some examples would be:

Poem: Luna, Luna
Dame otro queso
El que me diste ayer
Se me atoró en el pescuezo

Hojas de té, hojas de té,
Hojas y hojas y hojas
Y nada de té (Play like Pease Porage Hot)

Colorín, Colorado
El cuento esta
El que no se levanta
Se queda pegado (This poem is said at the end of a story and the children should do as the poem says.)

Cuentos de Nunca Acabar:

Este era un gato
con los pies de trapo
y los ojos al reves
Quiere que te lo cuente otra vez? (This poem is repeated over and over, again)

Quieres que te cuente
el cuento de nunca acabar?
No quiero que me digas si
Quiero que me digas si

*Quieres que te cuente
el cuento de nunca acabar?
No quiero que me diga (Repeat the response given and continue at *)

Adivinanzas:

Redondito, redondon
sin tapa ni tapon (Anillo)

Vuela sin alas
silba sin boca
y no se ve, ni se toca
Que es? (El Viento)

Dichos:

--El Lobo que ladra en alto o en plano
o va llover, o va ser seca

El perro que ladra no muerde

Dicen que yo he dicho un dicho.
Dicho que no he dicho
Pero si lo hubiera dicho
Estuviera bien dicho
Por haberlo dicho yo

No frecuentes con el_____
O salgas en pleito presto
Porque no vaya ser
Que despues no sepas que hacer!

The above are only a few examples of the many poems, stories, adivinanzas, and dichos common to the Mexican-American child. Resource books have been listed under the section Material and Equipment.

Very often some of the stories, cuentos, rhymes and dichos do have a moral or value in them. Discussing the moral of the story or rhyme will contribute to the child's awareness of some of the beliefs and values of his culture.

It is important that the teacher take advantage of this teaching situation. The teacher should not only expose the children to books, poems, dichos y adivinanzas, etc. common in his culture, but also expand on them. This can be done by discussing with the class and having them compare the situations described in the stories or poems with their own personal experiences. Through discussions such like these, the children will be given opportunities to learn and become more aware of their culture.

Location and Arrangement of the Book and Language Center

1. Place this center in a private, quiet area of the room. It should be away from noisy areas and from the line of traffic.
2. Place this center in a well lighted area of the room.
3. Arrange the book rack, flannel boards, and sitting material in a way that the children using this center will have privacy and will not be disturbed easily by other room activity. (See sample room arrangements).
4. Use a low book shelf or rack to display the books. This makes it possible for the children to see all the books that are available and they can select and replace the books by themselves.
5. When possible, have this center close to the large group area, or arrange the equipment in such a way that the center can easily be enlarged for large group activities in the book center. (e.g., scheduled book time for the whole class).
6. Make the center inviting and comfortable for looking at books. A small table and chairs, individual carpet pieces, rocking chairs and large comfortable pillows are some examples of materials that can be placed in the area.
7. If a flannel board is put out in this area, place an open box with the flannel material next to the flannel board.
8. Hand puppets, dolls and stuffed animals can be placed on the floor near the bookcase or on the sitting equipment provided.

Suggestions to Teachers

1. Select books that are to be placed out on the shelf carefully. The books should meet the child's level of development, interest, experience, and needs to maintain interest in
2. Rotate books and flannel board material weekly, or as the unit topic changes. Relate books to unit topic and to concept being taught.
3. Have a variety of books out on the shelf. The number and kind of books can be: counting (2); ABC's (1); concepts books[related to topic and/or other concept] (4); story books [related to child's interest experience, and unit topic] (5); rhyme books (1); and favorite books that a child or particualr children like (3-4). One book per child is a good rule to follow in deciding how many books to place out on the shelf.
4. Old books that can no longer be repaired can be used for flannel board material. Cut up main pictures and paste felt material on the back. The pictures can be used on the flannel board.
5. On sunny days move the book center oustide under a shady spot.
6. Record favorite stories on tape so a child or small group can listen to the story when he wants to. (There are some comercial story-tapes that can be purchased).
7. Visit neighborhood stores and buy Spanish pre-school books, magazines and comic books that you feel would be enjoyed by the members of the class.

8. Place pictures of children enjoying books by themselves or with others near the center. Rotate the pictures occasionally When possible select pictures that are culturally relevant.
9. Include dolls or stuffed animals in the center. Children enjoy telling stories to dolls and favorite stuffed animals.
10. Though many of the Spanish books available in bookstores are translations of English stories, the teacher should make an effort to locate original Spanish stories. If the books available contain stories which are too long for pre-schoolers, the story can be paraphrased by the teacher.
11. Invite parents and neighborhood people to come to the class and tell the children "cuentos" which were told to them when they were young. Record their cuentos and make flannel board figures so the children can listen to them and retell the tales in their own words.
12. Books need to be selected with care. Select books which meet the criteria outlined in the following section (Selection of Books) and which are at the children's interest and age group level.

Suggested Materials and Equipment

A. Selection of Books

1. Select books that are within the child's experience and interest, e.g., self, family, clothing, food, animals, childrens community, birthdays. A wide variety of subjects should be covered in the books used with the children through out the school year.
2. When possible select books that are bound in a hard cover, durable and well made.
3. The books should have simple illustrated pictures. Too much detail may confuse a child.
4. Books with large, attractive, clear and colorful pictures are appealing to children.
5. Choose books that have a simple story with one main character whom the child can identify with.
6. Select books that have direct conversation between the character in the story.
7. Repetition in a story is a desirable quality. It strengthens understanding and language development.
8. Books that have a rhythm (beat) and words that rhyme are enjoyed by children.
9. When buying a set of books, review each book on the above mentioned criteria. Often you will find that not all books meet the interest and developmental needs of the children.

B. List of Material and Equipment

1. Book case or book rack.
2. Sitting equipment: chairs and table, rocking chairs, individual carpet pieces, large pillows.
3. Flannel board (bought or home-made).
4. Books on a variety of subjects:

a. self	h. clothing
b. family	i. nursery rhymes
c. home	j. holidays
d. community	k. folk stories
e. transportation	l. fairy tales
f. nature	m. food
g. animals	

5. Flannel board material used for story telling (commercially bought or made from old book pictures or flannel material).
6. Taper ecorder and cassettes.
7. Record player and records.
8. Neighborhood pre-school books, comics and magazines.
9. Puppets
10. Large rag dolls and stuffed animals.

C. Suggested Books

1. Spanish books (listed by publishers name).

EDITORIAL AGUILAR: El Huevo — Dick Bruna, Author.
Historia Sin Palabras
Yo Sé Contar
Yo Sé Leer
El Colegio
Canelo Bombero
Mi Enagua Es Blanca

EDITORIAL AGUILAR (cont'd)

El Cumpleaños de Miffy
La Familia
No Estoy Solo
Las Cosas que Vemos

(These books may be long for some children, but are good books which show aspects of culture.)

EDITORIAL LA GALERA: Serie Hablemos.

Los Animales
El Recreo
A La Escuela
El Aceó
El Bombero

Serie Primeras Lecturas

Este Puso un Huevo
Caracol, Col
Luna LLena
A La Rueda, Rueda
Casitas de Fieras (poems)
En Casa
Veo, Veo
Ring, ring... ¿Quién es?
¿Quien juega a .....?

EDITORIAL MOLINO:

Soy Un Corderito

PRIMER LIBRO DE ORO:

Yo Soy Un Nino
Yo Soy Una Nina
Yo Soy Un Raton
Los Maravillosos Animales

SILUETAS DE ORO:

Minina La Gatita
La Ardilla
En El Zoologico
El Arbol de Navidad
El Leon
La Granja
Los Conejos
Los Perros
Los Zorros

EDITORIAL SANTILLANA:

El Molino *(Excellent book, describes every day sounds in Spanish.)*

PUBLICACIONES FHER:

Flores y Aves
Mis Juguetes

Primeras Imagenes - Primeras Personas
- Las Personas
- El Vestido
- La Casa
- La Comida

EDITORIAL VASCO: Coleccion Mis Animal

El Avion de los Animales
El Tren de los Animales
La Granja de los Animales
El Barco de los Animales
Los Juegos de los Animales
La Escuela de los Animales

Coleccion ABC

Abecedarios

EDITORIAL NOVARRO:

Contemos del Uno al Diez
Los Diez Gatitos
Cinco Ositos
Cinco Gatitos
Cinco Patitos
Cinco Perritos

COLECCION OFICIOS Y ANIMALES:

Los Animales Carpinteros
El Garage de los Animales
El Astillero de los Animales
Los Animales Constructores
Los Animales Granjeros
La Fabrica de los Animales

SIGMAR-BUENOS AIRES:	Coleccion Primavera
	Nuestro Automobil
	Visita Al Medico
	Llega un Hermanito
NORTHLAND PRESS:	Las Posadas
VIKING:	Gilberto y El Viento
LIPPINCOTT:	What's Wrong with Julio
McMILLAN:	Amigo

Poem Books

EL DORADO DISTRIBUTORS:	Poemas, Pe-que, Pe-que, Pequeñitos
	Mas Poemas Párvulos
BOWMAR:	Versitos Para Chiquitines
BANKS UPSHAW:	Mother Goose on the Rio Grande Alexander, Frances, author.
	Un Poco de Mexico (Older Children) Galarza, Ernesto, author.

2. English Books (listed by authors).

Brown, Margaret Wise	Three Little Animals
Flack, Marjorie	Ask Mr. Bear
_____,	Angus and the Cat
Gag, Wanda	Millions of Cats
McCloskey, Robert	Make Way for Ducklings
Lenski, Lois	The Little Auto
_____,	Cowboy Small
_____,	Papa Small
Budney, Blosom	A Kiss is Round
Kranss, Ruth	A Hole is to Dig
Shopp, Martha & Charles	Let's Find Odt What's Big and What's Small
Keat, Ezra Jack	Whistle for Willie
____,	The Snowy Day

Burton, Virginia Lee	The Little House
Langstaff, John	Over in the Meadow
Piper, Walty	The Little Engine that Could
Katzoff, Betty and Sy	Cathy's First School
Carton, Lonnie C.	Daddies
Yashima, Taro	Youngest One
Wright B.F.	Real Mother Goose
Simont, Marc	A Tree is Nice
Sendar, Maurice	When the Wild Things Are
Montresor, Beni	May I Bring a Friend
Anglund, Joan Walsh	Spring Is a New Beginning
Golden Press	Touch and Feel Activity Books (eight books) Golden Shape Books (twenty-four books)

3. Teacher's Reference Books

   a. Asi Juegan Los Niños. Francisco Monacada Carcia (Used to be available through the European Book Company.)

   b. Information and Materials to Teach the Cultural Heritage of the Mexican-American Child. Education Service Center, Region VII, Austin, Texas.

   c. Juegos, Canciones, Cuentos: Educacion Pre-escolar, Jardin de Infancia, 1o y 2o de Parvulos. Editorial Bruno.

4. Companies and Publishers which Carry Multicultural Books for Children.

   a. Cellar Book Shop. 18090 Wyoming, Detroit, Michigan 48221.

   b. Children's Music Center. 5373 West Pico Blvd. Los Angeles, California 90019

   c. The European Book Company-Spanish Department. 925 Larkin St, San Francisco, California

   d. Heffernan School Supply, Inc. 2111 West Avenue, San Antonio, Texas 78201.

   e. Iaconi Book Imports. 300 Pennsylvania Avenue, San Francisco, California

   f. Package Library of Foreign Children's Books Inc. 119 Fifth Avenue, New York, New York 10003.

A. Considering the book and language center rationale found in this module, list the materials you have in your book and language center at this time, and identify the early childhood skills which you want to develop through the use of the use of these materials.

B. Self evaluate the arrangement of your book and language center by using the following checklist:

	YES	NO
1. Located in a quiet area of the room.	___	___
2. Small area with carpet, chairs and/or rockers, located in the center to allow child to sit and look at his book.	___	___
3. Books are place in an open book shelf or low table.	___	___
4. Variety of books displayed:		
a. on self-concept, or family	___	___
b. story books	___	___
c. ABC book	___	___
d. numbers book	___	___
e. nursery rhymes	___	___
f. picture books	___	___
g. concept book	___	___
h. Spanish books	___	___
i. cultural books	___	___

C. Recall a book and language activity you have had in the past with your children, name the strengths and weaknesses of the activity. How would you do it differently?

When you finish check your work with your trainer or academic instructor.

NOTE: Do Not proceed to next section until you have finished with these tasks.

POST-TEST

1. State your rationale for including a book and language center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the book and language center.

3. List sample equipment and materials that you would place in the book and language center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the book and language center.

MUSIC CENTER

P R E - T E S T

1. State your rationale for including a music center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the music center.

3. List sample equipment and materials that you would place in the music center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the music center.

Rationale

Music is part of the daily pre-school program -- both in the music center and throughout the day. In their play children consciously or unconsciously create many different rhythmic patterns, simple songs, and creative movements. In the music center material and equipment is made available to the child to encourage him to further explore his own rhythm and body movements. The child has experiences in this center which help his development of rhythm, poise and grace. As in the art and block centers, this center also provides for a child the opportunity to release tension, build-up energy and release personal inner feelings in a desirable manner. A child learns to use musical instruments and other equipment to accompany his movements and personal feelings. A child's quiet time or time for relaxing, can be spent in the music center listening to music. The music center promotes the child's social development by providing opportunities to share activities and pleasurable experiences with a friend or two, or with the whole group. The child's language skills are developing through songs and chants introduced by the teacher, or from records. New words and phrases can be learned by children, both in their native and second language through simple songs, poems and chants. His pronunciation and

articulation can improve as he sings and chants, and through planned musical learning activities. Three other important areas that are promoted in this center are creative expression, concept development and cultural awareness.

Creative Expression

Children enjoy making a variety of sounds and take pleasure in creating sounds with their body and musical instruments. To encourage these endeavors the music center is supplied with musical instruments, records, recordings, and other props that will stimulate the child's creativity. Another way that the child can be creative in the music center is through dance and body movement. A picture in this center, recorded sounds, or a record all stimulate the child to respond with his body in a variety of ways: jumping, running, twirling, swaying, swinging, clapping, etc. Example:

> A picture of a bird may encourage the child to fly around and make sounds like a bird.
>
> Recorded sounds such as bouncing a ball, the wind, someone walking, or running, can stimulate the child to bounce like a ball, sway or twirl with the wind, and wiggle to the rhythm of the walk or run.

Materials provided in this center will also encourage the child's creative movements and expression. Scarves, crepe paper, balloons, tin

cans, boxes, steel bowls, sound paper bags (different objects are placed in a bag for different sounds); are just a few of the many kinds of material and equipment that can encourage creative rhythm movement in a child.

Concept Development

In exploring the musical instruments, listening to music, singing songs, and reciting chants, the child is learning concepts with his/her voice and musical instruments. The child has the opportunity to discover the similarities and differences in sounds made by different children, grown-up's and musical instruments. For example:

> Shown a box of items, the child can group them by the pitch --- high or low they make.

Among the many concepts that children can learn through music are: fast and slow, high and low, soft and loud, differentiation (same/different), superlatives and the concept of a steady beat.

The concept of a steady beat in music and rhythm to a song, can be developed through such activities as singing, chanting, body movement, clapping, marching, dancing and playing musical instruments. There are some chants in Spanish which could be used when doing lessons on the development of steady beat. The games found in the book "Mother Goose on the Rio Grande," are especially good. The book "Asi Juegan Los Niños," also contains excellent Spanish chants as well as good songs and games.

Cultural Awareness

The music center is another center in which the children's culture can be transmitted and the children's awareness of their culture can be further developed. This can be done in a variety of ways. First of all the environment of the center can be set up to transmit the culture of the children. Pictures of mariachi groups, local Mexican or Chicano singing groups, and/or pictures of Mexican-American groups dancing can make the center look attractive and culturally relevant. The availability of musical instruments used by Chicano or Mexican-American groups in this center will provide the children with opportunities to explore and familiarize themselves with the sounds and use of these musical instruments. Such instruments as a guitar, guiro, maracas, castanets, tone blocks and tamborine are some of the musical instruments found in chicano and Mexican-American music which the children can use successfully. Antoher way to increase the children's awareness of their culture is through the music used for listening and for music activities. The record selection should include along with the traditional children's records traditional children's Spanish songs and music e.g., La Rueda de San Miguel, La Rasna; popular Mexican-American music e.g. cumbias, polkas and songs for children written in Spanish e.g., Hap Palmer's records. It is important that the children be exposed to and taught traditional songs and music of their culture. Often, the classroom may turn out to be the only place the children will be exposed to this aspect of their culture and background.

Location and Arrangement of the Music Center

1. Place the center close to the large group area. Doing this will eliminate having to move material and equipment for large group musical activities.
2. Use storage shelf or room dividers to make the music center smaller for use during independent time or free choice period. For large group activities, the shelf or dividers can be moved to allow for more needed space. Allow adequate space for 3-4 children to be able to move.
3. This center can get noisy and distracting, so it is advisable that it be placed away from quiet centers or areas where small group instruction is to be given.
4. Place all material and equipment on a low storage shelf or on a low display table, so children can reach them easily.
5. Organize the materials neatly, logically, well spaced, and attractively, e.g., put records next to record player; put rhythm sticks in a coffee can, or tape colored paper on the shelf, and on each paper place a different instrument.
6. For variation in the music center a "listening box" can be placed in this center. A "listening box" is an enclosed area large enough so two children can sit comfortable in it. (An appliance box, or small camping tent can be used).

Sounds made by singing or with instruments sound different in an enclosed area.

7. The music center can also be moved outdoors, both for free-choice play and large group activities.
8. Place pictures related to music (listening, singing or dancing) close to the music shelf to make the center attractive and inviting. Sometimes, an attractive charro dress or mariachi suit can be placed on display, instead of pictures to add to the attractiveness of the center.

Suggestions to Teachers

1. The piano and record player are two pieces of equipment that are a permanent part of the music center.
2. Limit and rotate the other equipment that is put out. The following are two sample
    a) (2) pairs of rhythm sticks; (1) drum; (1) tambourine; (5) records, three records (Spanish and English), one rhythm, and one listening record; (3) streamers.
    b) (2) jingle clogs; (2) wrist bells; (5) records; a box containing four items that make similar high pitch sounds (a small aluminum bowl, a glass cup, two spoons).
3. When possible relate the equipment and materials placed out in the center to the unit or to concepts being taught, e.g., (1) when discussing vehicles have record on vehicle sounds or movements. (2) when studying light and heavy, place heavy and light objects in a box and encourage the children to discover the different sounds the light and heavy objects make.
4. Any musical instrument or equipment that the children are not allowed to handle during independent or free play period needs to be stored away from the center and children's reach.
5. Before putting an instrument out in the music center, introduce the instrument to the class. This allows the child a chance to become familiar with the unknown by handling the instrument and play-

ing with it. Demonstrate and state rules that need to be followed to care for the instrument, e.g., "We use our hands to hit this drum. Using a stick may break the material." Introduce one instrument at a time. Each time a new one is introduced, the familiar ones can also be brought out to use during the lesson. So actually the only time you will be restricted in using a musical instrument will be the first lesson on musical instruments.

6. Place pictures of children or adult enjoying music through singing, playing, listening or dancing. Change pictures periodically.
7. Local libraries have a variety of children's records that can be checked out by the teacher.
8. Include a variety of mexican and mexican-american records, both popular and children type in the selections available for listening. For suggestions see module VIII Juegos-Cuentos-Cantos-Y-Rimas.
9. For variation in the music center, bring a radio to the center and tune it on to Spanish local stations.

Suggested Material and Equipment

A. Selection of Equipment and Material

1. Rhythm Instruments:

a) select instruments that have non-toxic finish, smooth rounded edges, and that are strong and safe.

b) select instruments that vary in tone, picth, and ways of playing them, e.g., shake, beat, scrape, pluck, etc.

c) the rhtyhm instruments should be "child size" and easy for the child to handle.

d) rhythm band set's can be purchased. Review the kinds and number of instruments that come in the set. For variation, it is advisable that if a set is purchased that other kinds of rhythm intruments be added to the set. Buying two sets of one kind will limit the kinds of instruments the class will be exposed to.

2. Record player and records:

a) select a record player that is durable, easy for the children to handle and has a clear non-static tone.

b) records for pre-school children need to have simple music, short and easy to learn songs (a lot of repetition), and easy to follow directions.

c) A good selection of children's records include:

- vocal records, singing, chants and stories
- instrumental records, classical, traditional and local cultural music.
- action records, for use with rhythm instruments or body movement.
- games and dance records.
- records with songs and activities centered on themes or concepts usually discussed in pre-school classes, e.g., vehicles, food, clothing, self-concept, body parts, family, colors, numbers, animals.

B. List of Material and Equipment

1. Record player and/or tape recorder.
2. Records and/or cassettes.
3. Piano and/or autoharp.
4. Guitar.
5. Rhythm instruments: at least one of each rhythm sticks, tone block, castanets, (hand castanets, and stick castanets), claves, bells (wrist bells, stick bells, and cowbells), tamborines, drums (bongo, standard, hand drum), maracas (large and small), guiro, cymbals (finger cymbals, and regular cymbals), sand blocks, triangle.

6. Other: xylophone, xylopipes, melody bells, harmonica, recorder or flute, music box, chromatic bells.

7. Radio

8. Accessories: scarves, paper streamers, full skirts, sombreros, suits and skirts used by mariachi groups and dancers.

C. Suggested Records

1. Spanish Records

a. Para Chiquitines. Bowmar.

b. Canciones Infantiles Mexicanas. RCA

c. Juegos Infantiles, Volume I and II. RCA

d. Este Es El Juego de Juan Pirulero. RCA

e. Nuevos Juegos Infantiles de Mexico. RCA

f. A Taste of Education (Eddie Cano) Volume I and II.

g. Songs by Carol Perkins

h. Aprendizaje de Conocimientos Basicos a traves de la Musica. Volume I and II. Activity Records, Incorporated.

i. Paso A Paso

2. English Records

a. Rhythm Time: Mechanical Rhythm. Bowmar Records.

b. Noisy and Quiet - Ton Glazer. RCA Canden

c. Let's Play Together. Young People's Record

d. Songs to Grow On. Volume I and II.

e. Rainy Day. Young People's Record.

f. Sing Along # 722. Young People's Record.

g. Sounds Around Us. Scott Foresman

h. Learning Basic Skills Through Music. Volume I and II. Activity Records, Incorporated.

D. Suggested Books

1. Rhymes for Fingers and Flannel Boards. Scott and Thomson, 1960.
2. Let's Do Fingerplays. Grayson, Marion. Luce, Inc., 1962.
3. Songs for the Nursery School. MacCartney, Laura P.
4. Music Resource Book. Lutheran Church Press.
5. Asi Juegan Los Ninos. Galve, S.A., Callejon de San Antonio Abad # 39, Mexico, D.F.
6. Para Chiquitines. Bowmar.

A. Considering the music center rationale found in this module, list the materials you have in your music center at this time, and identify the early childhood skills which you want to develop through the use of these materials.

B. Self evaluate the arrangement of your music center by using the following checklist:

	YES	NO
1. Away from very noisy and very quiet areas.	___	___
2. Musical instruments out on a low table or shelf that the children can reach.	___	___
3. A variety, but limited number of musical instruments available for use, e.g., two tambourines, one triangle, one set of bells.	___	___
4. Instruments are changed each week or as the interest of the class changes.	___	___
5. Culturally relevant musical instruments, songs and music are used.	___	___

C. Recall a music activity you have had in the past with your children, name the strengths and weaknesses of the activity. How would you do it differently?

When you have finished check your work with your trainer or academic instructor.

P O S T - T E S T

1. State your rationale for including a music center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the music center.

3. List sample equipment and materials that you would place in the music center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the music center.

ROLE PLAYING CENTER

P R E - T E S T

1. State your rationale for including a role playing center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the role playing center.

3. List sample equipment and materials that you would place in the role playing center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the role playing center.

Rationale

In the role playing center a child has an opportunity to reenact situations which he has experienced and/or observed in his daily life. The material and equipment made available for use in the center assist the child in his understanding of the adult-world and his concept of himself and others around him. He has an opportunity to engage in fantasy or imaginary play and he can try out roles of people in his environment (e.g., mother, policeman, doctor, baby, etc.). In this center the child is involved with material and equipment that is put out. He has an opportunity to learn new concepts. What happens to rice when you cook it? What happens to dirty clothes when you wash them with water? With soap? He also has an opportunity to clarify or expand on previously learned concepts, e.g., things in a grocery bag can be sorted into things that are food and things that are not food; food items can be classified according to whether the food is cooked or not, or according to whether you store it in the refrigerator or in the cupboard. Another important reason for this center is that the teacher as an observer can learn about a child during imaginative play. The feelings of a child toward a person, e.g., mother, baby, doctor, can be learned by observing how he plays these roles, or how he reacts to others playing them. The child's social behaviors can be observed as he interacts with others. As in the block area, a child playing in this center can be involved in solitary, parallel, associative or cooperative play. Successful social interactions will encourage the child to continue venturing into other social interaction. Other areas that are promoted in this center include language development, emotional development and cultural awareness.

Language Development

A creative teacher can set up a role playing center in countless ways. A sample list would include: housekeeping, store, mercado, clinic, hospital, fast-food order stand, mexican restaurant, fiesta, gasoline station, carnival, beauty and barber shop, school, laudromat, and any other setting familiar to the child. The concepts and language that a child hears and speaks in these different settings are numerous. The child will hear and use labels for a variety of objects, actions, descriptions, time and space related terms. In his play the child will have the opportunity to use and respond to basic sentence patterns. He will request assistance and give and follow orders.

A child learning a second language can hear and practice new words and sentences which other children and his teacher use. Learning and practicing a second language in this center is made easier because the setting is very informal, and non-threatening to the child. First of all, the child hopefully is familiar with the labels and concepts in his native language. So learning a new label for a concept familiar to him is not as difficult for him. The language is secondary to the role being played or the activity involved in (e.g., buying a ticket for a game at the carnival). Because of this the child feels less self conscious about his attempts at speaking the second language.

Emotional Development

As was mentioned before a teacher who observes children playing in the

role playing center can gain a lot of insight as to how children are feeling and how they view certain situations in their life. Through imaginary play, the child has the opportunity to control situations which in real life he does not. For example, in play a child will become "a Mommy" or a "doctor". He can now be the one that scolds and gives orders or gives shots.

The above examples show how the child can cope positively with being "little". The child can assume "adult" power over situations which can be difficult for him to accept from grown'ups. Through role playing the child also has the opportunity to act out fearful and disturbing experiences which are bothering him. Example:

> Some children who saw the movie "King Kong", were frightened by it. For a couple of weeks their play outdoors and indoors centered around this theme. Through the repetition, these children were able to recover from the fright they felt when they saw the movie.

Using the role playing center as an avenue to recover from the feeling of fear or fright is common. A visit to the doctor, an accident, Halloween or a mother's visit to the hospital, are all fearful events that a child can recover from through role playing. One other value of this center on the child's emotional development is that through his play the child has an opportunity to express negative feelings. Aggressive, destructive feelings towards a person or thing(s) can create anxiety and needs to be released. A teacher needs to be aware of this and allow children to express these feelings.

Example:

A child who has a new baby in the family may feel hostile and resentful towards the child. He may express these feelings by spanking and scolding a doll.

A playmate might have hurt a child's feelings in some manner. The child's resentment can be dealt with by allowing him to be the mean doctor that gives shots to "bad boys".

In the above example, the first child has hostile feelings which he can manage because he has an opportunity to drain them. In the case of the "mean doctor" the teacher would wait for another day to explain that doctors do not give shots to be mean. If she does interfere, the avenue to release the negative feelings is closed for the child.

Cultural Awareness

Role playing also give the children opportunities to enhance their awareness of their culture. By providing materials, clothing and equipment found in the child's home and neighborhood environment, and some guidance in their play, the teacher can provide the children with a lot of opportunities to learn more about their culture. In the role playing center the children can learn about their culture's diet, e.g., tortillas, empanadas, guacamole; their celebrations, e.g., bodas, bautizmos, cumpleanos; and their social patterns, e.g., grandparents living in the home, relatives coming to visit; the cultures' health practices, e.g., using herbs for ailments, "curanderos"; and more components of their culture such as language, costumes, rearing practices, etc. Some of the aspects of the culture the teacher will teach directly, e.g., having a small group of children discuss

and demonstrate in this center how their parents care for them when they are ill. Some of the learning will be incidental, but planned for by the teacher. The teacher plans for this by providing the right props to encourage the learning about one's culture to occur. The following is a suggestion of props that the teacher can bring into the role playing center to create familiar home and neighborhood scenes.

Home and Kitchen Scene: melmac dishes (use the small plates and cups), wooden spoons, iron skillet, comal tortilla press, molcajete, palote, molinillo, pot holders, embroidered dish towels, table cloths, casuelas, jarros, tortilla-warmer, empty spice cans/boxes, paper flowers, calendars from local tortillerias, record stores or tienditas, small felt painting, sombreros, jewelry, small colchita or material that has a quilt-like pattern, doilies (embroidered or crocheted), aprons, clothing used by parents, baby's clothing (knitted or crocheted by parents) to fit dolls used in class, different size baskets.

Small Store: cash register, play money, apron for store-keeper, empty tool boxes and cans, rice, fideo, spices, vegetable cans, milk cartons, comics, paperback books, toys in plastic bags, paper sacks.

Restaurant: Cash register, menus with colorful designs on the outside and pictures coded in the inside (have pictures of food item children can order), memo pad, pencil, aprons, tables, tablecloth, napkins and flatware, paper flowers and felt painting for decoration, kitchen item for cooking, cook's uniform.

Carnival: Set up different booths and activities children can do, e.g., tossing bean bags in clown's face, rolling ball to bowling pins,

spinningwheel or spinning bottle to see what prize it points to, fishing pole, prizes can be candy, raisins, prizes donated by parents, old toys that are no longer usable at school, homemade playdough.

Fiesta: Jewelry, guitar, pinata, wedding-like dress, or baptismal-like clothing for dolls, or fancy long dresses and suits and ties for dances, colorful tablecloth, plastic punch bowl and cups, decorate with crepe paper, paper flowers.

By creating scenes familiar to the children the teacher is providing the class with an opportunity to learn about their culture. As mentioned previously some of the learning will be incidental learning. Some of the learing will take place only when the teacher specifically plans an activity in this center to bring out or teach a specific aspect of the culture. The aspect of culture that can be taught in this center include, but are not limited to, diet/eating habits, language, music, socialization patterns, dressing habits, child rearing practices, traditional celebrations, folk medicine.

Location and Arrangement of the Role Playing Center

1. Set up the center so it is out of the traffic and gives a sense of privacy. Aco rner away from the main entrance is an ideal place.
2. Use shelves, small room dividers, or the large pieces of furniture found in this center to block off the center from another center.
3. Store items in this center neatly, well spaced and logically. Everything in the center should have a logical place where it should be stored.

   Example: Mexican Restaurant Scene:

   Pots and pans belong in the cabinet under the stove. Dishes and utensils belong in the china cabinets or under the sink. Dress-up clothes for waiters and waitresses and cook belong folded in the cabinet under the china or hanging in the coat rack. The tablecloth and napkins can be on the table. Menus can be located on or under the cash register table.

4. When water play is to be permitted in this center, locate the center close to the water source (sink or bathroom) when possible. This will avoid having water spilled from the sink onto the role playing center.
5. Allow adequate space for this center so at least four children can move around freely in the center without bumping into each other. The actual size will vary depending on the props and materials set out and the type of play that will occur.

Suggestions to Teachers

1. Set up the role playing center around themes or topics children understand and know. Start with those that he is most familiar with. A sample list of scheme or topic would be:
   - House: kitchen and bedroom
   - Food store - tiendita
   - Doctor's office or clinic
   - Department store
   - Mercado
   - Shoe store
   - Beauty and barber shop
   - Carnival
   - Laundromat
   - Restaurant
   - Fiesta

2. Most teachers keep the housekeeping area as the basic theme for the role playing center. Try to relate the unit topic to the role playing center whenever possible otherwise the home scene (kitchen and bedroom) can be kept.
3. Be creative! Give your unit topic and concepts to be taught some thought. Is there really no way that the role playing center cannot reinforce your topic or concepts? Example:
   Zoo animals - set up a zoo.
   Concept wet & dry - have the group wash dolls or dress-up clothes.
   Furniture - set up a furniture store.
4. Use your imagination as to what the pieces of furniture that you have can be. A china cabinet can hold dishes, or medicine in a doctor's office; or be a desk or a ticket agent's booth, or a shelf in a grocery store, or place a mirror in front of it and it's a dresser.
5. Keep the items and material clean, as well as neat. Fix broken chairs or handles. Mend and wash dress-up clothes and dolls clothing in use at least once a week. Wipe cabinets, tables, chairs and other furniture weekly. Children can help wash dishes and dolls.
6. Add extra touches to make the center inviting. A bed with a "colchita" looks better than an empty bed with a doll. Colorful decorated menus and table cloths on the table add to the restaurant scene.
7. When possible have duplication of the accessories placed in the center. E.g., 2 aprons, 2 cook's hats, 2 nurses caps; 2 doctors bags. This will eliminate some of the argument. It also encourages parallel play for those who are young and not ready to share. Also waiting for one's turn will not be as long.

8. Put a limited amount of equipment and material out at one time. Too many items will cause slutter, and may make choices difficult. Also the children may not see all that is available and the newness of all the equipment will wear out at the same time. The children will be with you for at least nine months and they will get to enjoy all the "neat" role playing equipment that is available for them.
9. If the theme of the center is being continued for a second week, add a new piece of material or equipment or rearrange some of the furniture. This will help maintain interest in the center.
10. Cooking activities can be presented in this center (see cooking module). When possible and if considered safe material by the teacher some of the actual cooking utensils that were used for the activity can be put out for the children to use in their role playing.
11. Store major materials and equipment used for particular themes in boxes. They will be ready for use the next time the unit is taught and a lot of "searching for material" time will be saved the second time around.

Suggested Materials and Equipment

A. Selection of Material and Equipment

1. Select items that are safe, and in working condition.
2. Basic equipment should be scaled to the children's size.
3. Select equipment that is strong and durable; e.g., one wooden ironing board will last longer than two metal ones.
4. Select items the children see in their homes and neighborhood.

B. List of Material and Equipment

1. Basic home items: child-sized, wooden ones are very durable and worth the expense.
   a. furniture: sink, stove, refrigerator, table, chairs, bed.
   b. other furniture: rocker, iron and ironing board, cabinet, clothes rack, dresser.
2. Full length mirror
3. Dishes and cooking utensils: heavy aluminum are very durable and long lasting.
4. Dolls
   a. washable
   b. have moving joints
   c. some with and other without
   d. different sizes
   e. different in sex and skin color
   f. have doll clothes which fit and are simple and easy to put on. Parents may want to donate some old baby clothes.

5. Dress-up clothes

   a. select clothes used by woman, and man including such items as: aprons, scarves, shawls, poncho, sarapes, sonbreros, embroidered dresses and blouses, shoes, sandals.

   b. accessories: jewelry, purses, baskets, billfolds.

6. Dress-up clothes for specific cultural celebrations including those for: bautizo, weddings, quinceanos, fiestas, dances.

7. Dress-up clothes and material for a particular theme:

   a. Doctors and nurses: white shirts, stethoscope, satchel, bandaids, syringes without needles, empty medicine bottles, bathroom scale, cotton balls.

   b. Grocery store "Tiendita": cash register, play money, paper sacks, price tages, empty food containers of food items that the children's families use; comic books, books, books, little toys in plastic bags; flyer advertising the store's specials, white aprons.

   c. Beauty and Barber shop: white shirts, combs, brushes, hand mirrors, hair pins, hair rollers, waste baskets, towels, cash register, dusting powder, magazines, telephone, aftershave lotion, aprons.

   d. Restaurant: menus, table cloth, napkins, cook's hat, aprons, pads and pencils, large food trays, telephone.

   e. Miscellaneous cultural items: quilts, old stringless guitars, paper flowers, straw place mats, baskets, embroidered or crocheted items.

8. Kitchen Accessories: molcajete, rolling pin (adult and child size), tortilla press (adult and child size), empty spice boxes, bag or

cans; molinillo, wooden spoons, pot holders, aprons, table cloth, iron cast pots and pans, comal, cantaro, cutting board, dish towel.

A. Considering the role playing center rationale found in this module, list the materials you have in your role playing center at this time, and indentify the early childhood skills which you want to develop through the use of these materials.

B. Self-evaluate the arrangement of your role playing center by using the following checklist:

	YES	NO
1. Located away from quiet area.	___	___
2. Variety of equipment that should be rotated and/or rearranged to keep the children interested in the area, e.g., bed mirrow, table, sink, etc.	___	___
3. An adequate, but limited number of accessories (e.g., pots, dishes, clothes, dolls) displayed attractively.	___	___
4. Accessories can be reached by the child.	___	___
5. Material and equipment are culturally relevant.	___	___

C. Recall a role playing activity you have had in the past with your children, name the strengths and weaknesses of the activity, How would you do it differently?

When you have finished check your work with your trainer or academic instructor.

NOTE: Do Not proceed to the next section until you have finished these tasks.

P O S T - T E S T

1. State your rationale for including a role playing center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the role playing center.

3. List sample equipment and materials that you would place in the role playing center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the role playing center.

BLOCK CENTER

P R E - T E S T

1. State your rationale for including a block center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the block center

3. List sample equipment and materials that you would place in the block center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the block center.

Rationale

The block center in a pre-school room provides challenging experiences to all children. Blocks are a very rewarding medium that lend themselves to the child's creative impulses and lead to his learning about shapes, sizes and spatial relationships. To a new child the blocks are also a non-threatening medium with which he can play and feel comfortable from the start. Blocks provide for the release of tension in a positive manner. For example, the child can build a tower and knock it over as many times as he wants or needs to. Blocks also stimulate fantasy or imaginary play where the child can have control over things that in the real world make him feel small, e.g., cars, people, animals. His hostility toward things and people can be worked out with the blocks. Opportunity for creative expression, language growth through conversation and listening and the satisfaction of completing a task are all products of working in the block area. As the child works with blocks, other important areas of development and learning that are evolving are: social, physical and cognitive skills.

Social Development

The block area is large enough that it lends itself for different group interaction to occur. In the block area, the child can play alone and learn to play with other children sharing with them ideas and desires. Parallel, associate and cooperative play all evolve in the block area at different times for different children.

A child involved in solitary play can move into parallel play and into associative play and back to solitary play all in one period depending on how he feels, his developmental stage and his past experiences in social interaction. As the child continues to have more positive experiences in each type of social play, he will continue to venture out for more and longer periods of time in associative, solitary and cooperative play. Learning to cooperate and exchange ideas are goals in social development that can be accomplished through play in the block area.

Physical

In the block area a child uses gross and fine motor skills. The child lifts, reaches, stretches and crawls in his play with the blocks. Taking the blocks down from the shelf, placing them back up, and moving the blocks from one place to another all require the use of the child's physical strength. As the child works with the blocks, he lines them up, stacking, balancing and lining them creating structures and patterns. All these activities help the child in his development of fine motor skills and eye-hand coordination.

Cognitive

The block area provides a child with countless opportunities to develop many mathematical concepts and problem solving skills. A child can sort, match and classify blocks by size and shape, he can arrange

patterns and/or copy patterns set up by someone else; he can see similarities and differences, he can recognize equivalency relationships (2 small; one equal; one large), quantitative concepts of more and less, and learn to see and use comparative relationships such as big, bigger, biggest or long and short.

In working with the blocks the child practices skills useful in solving problems; he selects blocks by possible function (e.g. the curve block could be the bridge he needs); he makes predictions as to what will probably happen (e.g. if I put one big block the building will fall); the child trys out several solutions to a problem and analyzes the outcome; the child by himself, and with others learns to plan, execute and evaluate solutions to problems surrounding his block play.

Location and Arrangement of the Block Center

1. Place the block area away from doors and other main lines of traffic in the room
2. The block area encourages active and loud play. In order that the children's play does not disturb others, this area should be placed away from quiet centers.
3. When possible place an area rug or carpeting in the center. This will minimize some of the noise from playing with blocks.
4. Store the blocks on low shelves next to the block area. Arrange them by size and shape in a neat, well spaced manner.
5. Provide adequate floor space in this center. Minimum thirty-five square feet per child.
6. Place a few accessories which the child can use in his block play, on the storage shelf. Rotate the accessories at least every two weeks.

Suggestions to Teachers

1. If your shelf space is limited, put the accessories on the top of the shelf since they are not as heavy as blocks.
2. Store large blocks on the bottom shelf. They are easier to store and take out of the shelf when stored there.
3. If only a limited number blocks are available per classroom, combine the blocks from several rooms to make a full complete set. Rotate this complete set to all rooms leaving them in each room at least two weeks at a time.
4. For younger children or children not familiar with building blocks, start with only the squares and rectangles. Introduce other shapes one type at a time.
5. If a certain type of block is causing too much trouble remove it from the block area for a while. For example, if the children start using the long block as a bat and do not stop using it in that manner after repeated attempts to divert their attention somewhere else, the block can then be removed a number of days.
6. At the beginning of the year systematically demonstrate how the blocks are to be stored after use. Place a few of the blocks of each shape on the shelf and explain that all the blocks that are the same are are stacked and stored together. Taping outlines of the shapes on the shelf where they are to be stored is another method that can be used to get the group to store blocks orderly and neatly.

7. When the block area is not being used by some of the children bring a small group with you to the block area and together start building something, e.g., a road, stacking the blocks, etc.
8. Remember to complement the child for his play with the blocks. Stacking or lining up the blocks,simple as it may seem, are part of a developmental sequence that children go through in their play with blocks.
9. Blocks need to be cleaned, sanded smoothly, and refinished each year in order to maintain them in good order.
10. Correlate the type of accessories that are put out with the blocks to unit topics or other experiences the children are having, for example, put out animals when studying animals; play people and furniture when studying family and/or home, etc.
11. At the beginning of the year (the first two months) be consistent as to the number of children (4-5) that can work in the b.ock area. Once the class learns the limits, the teacher can make exceptions to this rule depending on individual differences and situations.

Suggested Materials and Equipment

1. Equipment out for use every day.

   a. One large set of solid hardwood multiple unit blocks.

   b. Accessory toys: select 5-8 toys of one category e.g., vehicles, animals, people, community...When the accessories amount to a lot of extra equipment e.g. doll house furniture, store some of the unit blocks to limit the amount of material in this area.

   c. One other type of building equipment (see following section).

2. Block material and equipment

   a. Unit wooden blocks - 340 to 614 pieces; 21-26 different shapes and sizes; hardwoods, cut in multiples, sanded and waxed, rounded edges and corners.

   b. Block buster blocks: 24-33 pieces; 12" x 6" x 4"; reinforced corrugated fiberboard.

   c. Hallow Blocks set: laminated hardwood, sizes available are half units (12" x 6" x 6"), (24" x 12" x 6"), ramps and boards.

   d. Super blocks: 32 pieces; (5 1/2 " x 5 1/2" x 11"); strong, durable plastic; four different colors.

   e. Colored blocks: 70 pieces; 10 shapes, 7/7" scale blocks.

   f. Giant Lego:

   g. Cardboard boxes: large cardboard boxes from appliance stores and department stores provide a different type of experience for children. Check each box thoroughly to make sure all staples and wires have been removed.

   h. Accessories:

      1. Transportation toys: a wide variety of transportation toys are available. Select those that are strong, safe, durable and easy for a child to handle and move about.

      2. Miniature Animals: barnyard animals; 200 animals, that are detailed and of strong durable material.

      3. Miniature People: community people, family, multiethnic, detailed, non-toxic, strong durable material.

      4. Furniture: simple design, strong durable material (wood preferable), colorful, non-toxic.

      5. Miniature traffic signs: bought or homemade, basic traffic signs.

A. Considering the block center rationale found in this module, list the materials you have in your block center at this time, and identify the early childhood skills which you want to develop through the use of the these materials.

B. Self evaluate the arrangement of your block center by using the following checklist:

	YES	NO
1. Located away from quiet area.	___	___
2. Blocks are stored in low shelves, so the children can reach all the blocks.	___	___
3. Blocks are arranged by size and shape.	___	___
4. One set of unit blocks is out to use at all times.	___	___
5. Variety of accessories or different types of blocks are exchanged each week. For example:		
a. giant legos	___	___
b. cardboard blocks	___	___
c. rubber or wooden animals,people	___	___
d. cars, trucks, buses, etc.	___	___
e. toy house, furniture, toy barn.	___	___
6. Adequate floor space provided.	___	___

C. Recall a block activity you have had in the past with your children, name the strengths and weaknesses of the activity. How would you do it differently?

When you have finished check your work with your trainer or academic instructor.

NOTE: Do Not proceed to next section until you have completed these tasks.

POST-TEST

1. State your rationale for including a block center in a pre-school classroom. Be sure to list the early childhood skills taught in this center.

2. Discuss the criteria for your selection of materials and equipment in the block center

3. List sample equipment and materials that you would place in the block center during the first week of school.

4. List the materials and activities that would contribute to the enhancement of the Mexican-American culture in the block center.

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